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ABSTRACT

This manual provides information and suggestions about supporting at-risk youth in Colorado and how to enhance their learning. It provides a framework for working with at-risk youth, but its objectives and strategies can be modified as conditions and needs change. The first section provides an overview of at-risk youth in the new millennium, and the second depicts strategies and programs for at-risk youth around the world. These target specific groups of at-risk youth, including those of limited English proficiency, members of minority groups, and other disadvantaged youth. The third section discusses the importance of schools, families, communities, and businesses working together to serve at-risk youth. The fourth section explores the ways in which safe learning environments are paramount to student success, and section 5 provides professional development presentation materials and resources that support at-risk youth. Appendixes include a discussion of how to make standards work, of how to bring out the best of in all students, a grade specific guide for parents, a list of Colorado charter schools, information on career centers, electronic resources, Colorado General Workplace Competencies, resource mapping information, and transition internet resources. (Contains 187 references.) (SLD)

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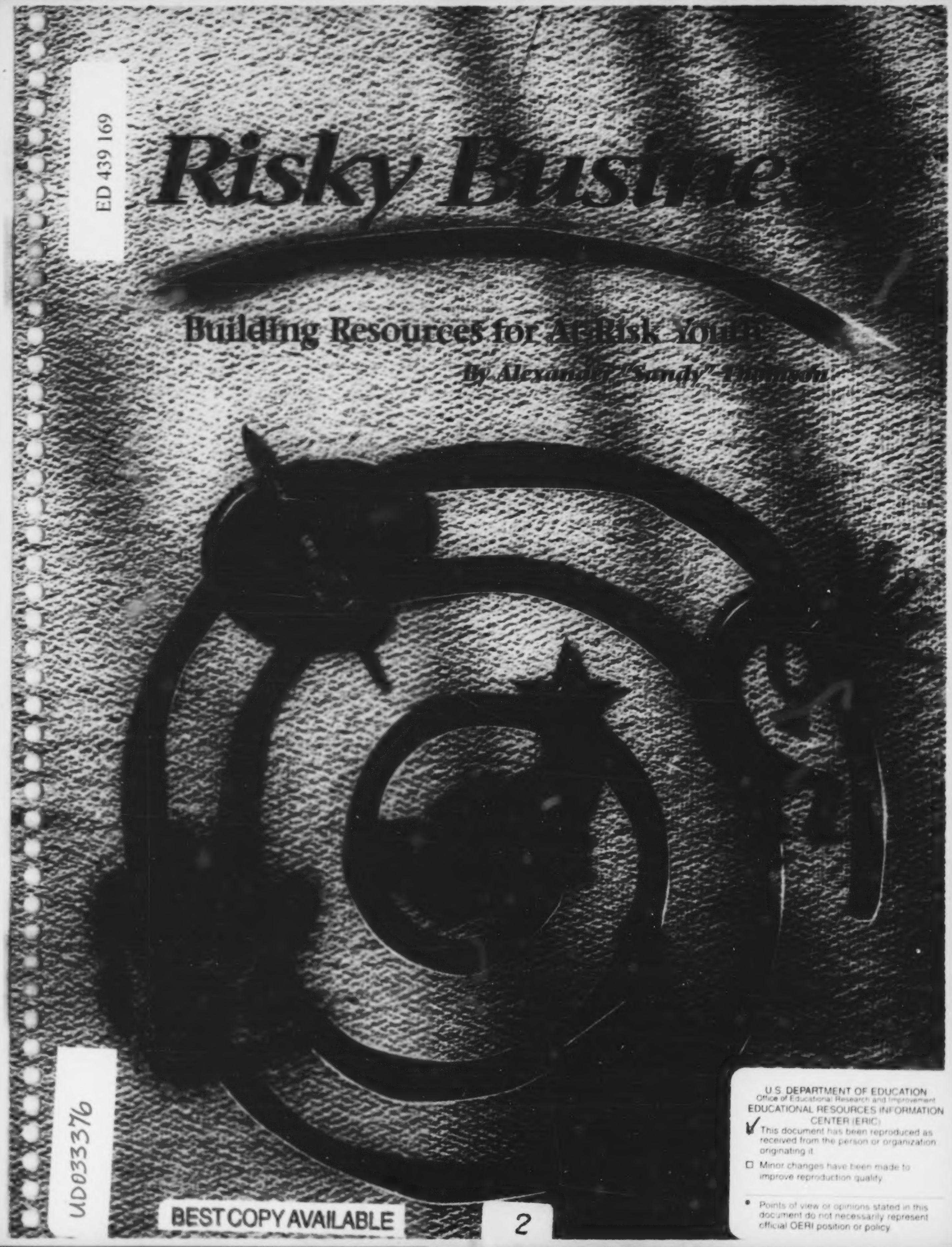

Risky Business

Building Resources for At-Risk Youth

By Alexander "Sandy" Thomson

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Risky Business

Building Resources
for
At-Risk Youth

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by

Alexander *"Sandy"* Thomson

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ABOUT THE COVER: The clockwise spiral ideogram is strongly associated with water, power, potential energy, independent movement, and the outgoing migrations of tribes. As a basic element in western ideographs, one finds the spiral in ancient Greece from around 2000 B.C., and in Tibet as a symbol for potential power. In rock carvings and paintings found in Scandinavia, the spiral is primarily a symbol of independent movement. The Native Americans also used the spiral in petroglyphs to mean the return or homecoming of tribes. Superimposed with five symbolic icons, the cover represents a spiral of potential energy, and empowerment for at-risk youth. As the cycle of energy evolves, it provides a pathway for all youth to leading valuable, meaningful, and enriching lives.

Developed by . . .

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Dedication

This publication is dedicated to my wife Susan, the consummate Renaissance Woman whose brilliant professional and personal achievements are reflective of her enduring compassion, commitment, and love; and to my son Sean whose personal achievements are reflective of his sense of humor, wonder, and magic. Together they have helped to inspire the creation and completion of this work. The presence of family has enhanced the boldness, spirit, and magic of this enterprise.

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About this Manual

Risky Business summarizes the best thinking of not only participants in various planning processes, but also those they represent. It is not meant to compete with other publications being written by fellow academics. It is a generalist's portrait, nonpartisan, drawn from articles, books, web searches and correspondence with colleagues. This manual should not be viewed as final and unalterable. Instead, what began, as a product for resources and professional development should become a "blueprint," because while it provides a framework, its objectives and strategies can be modified as conditions and needs change.

This manual includes the following sections:

Section 1:	Provides an overview of at-risk youth in the new millennium.
Section 2:	Depicts strategies and programs for at-risk youth from around the globe.
Section 3:	Suggests that when schools, families, communities and businesses work together, everyone prospers.
Section 4:	Explores how safe learning environments are paramount to student success.
Section 5:	Provides presentation materials and resources that support at-risk youth.

Defining the term "practice"

For the purposes of this manual, a "practice" is what a person or organization does in order to achieve a particular result or benchmark. "Practices" occur on a continuum ranging from broad concepts or philosophies to very specific actions. Synonyms for "practice" may therefore include "process," "program," "technique," "activity," strategy," tactic," "procedure," "policy," "approach," "concept," or "philosophy." A "promising practice" or "best practice" is a practice that has been shown, by credible evaluations, to be demonstrably effective in helping to achieve a result or benchmark.

(REFERENCE: The Georgia Academy at www.ga-academy.org)

A digital version of this manual is available at:
http://www.cde.state.co.us/cdesarb/public/s-t-c.htm

The Concept of At-Risk . . .

For the last 50 years, beginning as the first of the Baby Boom generation entered school, America has been struggling to meet the challenge of successfully educating all students. The 1983 publication of A Nation at Risk: The Imperative for Educational Reform (The National Commission on Excellence in Education) created a new sense of urgency and refocused the nation's attention on the continuing pattern of inadequate performance by a significant proportion of our children — children we have come to define as being "at-risk."

> *"For a baby, those early weeks and months of growth, understanding, and reasoning can never be brought back to do over again. This is not a rehearsal – this is the main show."*
>
> *–Irving Harris*

EPIDEMIOLOGY AND THE "AT-RISK" PHENOMENON

Education borrowed the term "at risk" from the field of epidemiology, a branch of medical science that deals with the incidence, distribution, and control of disease in a population. The medical field adopted the term from the insurance industry, which has used it in relation to mathematical determinations of liabilities and insurance premium costs. In both medicine and in the insurance industry, risk is identified by defining and measuring probabilistic outcomes, and it is defined in relation to a specific event - for example being at risk of contracting a specific disease or of being involved in an automobile accident. Medical use of the term carries with it an added implication that treatment or prevention of some kind is called for through diagnostic measures.

These conceptual origins hold both promises and pitfalls for the field of education. It is promising in that the use of "at-risk" generates a sense of urgency, which is appropriate considering the data on high school dropouts and the employability of students both with and without high school diplomas. Untreated educational problems can be as serious as untreated medical problems, however applying medical terminology to an educational context can be misleading. While untreated medical problems reside within the patient; untreated education problems involve a complex interaction of personal, social and educational variables. The danger is that school personnel and others will focus primarily or solely on the personal variables and characteristics viewing the at-risk student as deficient because he/she does not "fit" the system rather than viewing the situation from a broader, more systemic perspective - that the system is deficient because it does not meet the educational needs of all of its students.

The Goals 2000: Educate America Act of 1994 identifies an at-risk student as one "who, because of limited English proficiency, poverty, race, geographic location, or economic disadvantage, faces a greater risk of low educational achievement or reduced academic expectations". Other literature and state adopted definitions signal a general consensus that the concept of at-risk also encompasses students who are at-risk of not being prepared to be successful participants in adult life, especially as related to employment.

The term "at-risk" is particularly applied to young people whose prospects for becoming productive members of society look obscure. Currently, being "at-risk" is generally viewed as resulting from certain predisposing factors in a student's personal circumstances and behavior in complex interaction with the school and its culture and certain practices within the context and/or influence of the surrounding community.

"Dropouts are more likely to be unemployed, earn less, become single parents, receive public assistance, and commit crimes."

-Dropout Rates in the United States, 1995.

RESPONDING TO "AT-RISK" STUDENTS

Despite the tireless efforts of thousands of educators, policymakers, parents and concerned others; formulation of numerous strategies for change and improvement; countless research and policy studies; new knowledge about teaching and learning; and myriad examples of remarkable success, the overall pattern of achievement for far too many students remains largely unchanged. In fact, in many communities, the number of students identified as being "at risk" has actually increased. Clearly, something is wrong with this situation!

The problem, however, is not a lack of effort, knowledge, examples of 'what works,' or the students we now have. Instead, the central dilemma is that we have framed the problem incorrectly and, as a result, have been looking for solutions in the wrong places. This predicament derives from four widespread, but nonetheless incorrect, assumptions, which are outlined by the North Central Regional Education Laboratory as follows:

I. The way we currently 'do school' is the way school should always be done.

II. The ways in which schools are organized and teaching is practiced has always worked before and was good enough for 'us.'

III. The changing patterns of performance can be traced to changes in characteristics of the students, families, and communities that schools now serve.

IV. Statistical analysis (or sometimes simply personal assumptions) can provide the information necessary to plan the solutions we need.

While each of these assumptions have grains of truth, on the whole they have led us down the wrong paths, as the results clearly indicate. In order to get on the right path, or at least in the right forest, we must begin by re-framing the manner in which we view the problem. The

"Every day in America 3,356 high school students drop out, and 17,152 students are suspended."

~ Children's Defense Fund, 1998

North Central Regional Education Laboratory offers the following three axioms that provide the foundation for beginning that effort:

I. Students are not 'at-risk,' but are placed at-risk by adults.

II. Building on student strengths (e.g., knowledge, experiences, skills, talents, interests, etc.), rather than focusing on remediating real or presumed deficiencies is the key.

III. It is the quality of the entirety of the school experience, rather than the characteristics of the students, that will determine success or failure — both theirs and ours. The two can never be separated.

From these perspectives, the following might be a more appropriate description of the 'at-risk' phenomenon:

Students are placed at-risk when they experience a significant mismatch between their circumstances and needs, and the capacity or willingness of the school and community to accept, accommodate, and respond to them in a manner that supports and enables their maximum social, emotional, and intellectual growth and development.

As the degree of mismatch increases, so does the likelihood that young people will fail to either complete their elementary and secondary education, or more importantly to benefit from it in a manner that ensures that they have the knowledge, skills and dispositions necessary to be successful in the next stage of their lives. Because of this condition, students may lose the opportunity to successfully pursue post-secondary education, training, or meaningful employment and to participate in, and contribute to, the social, economic, and political life of their community and society as a whole. The focus of our efforts therefore should be on enhancing our institutional, community and professional capacity and responsiveness, rather than categorizing or penalizing students for simply being who they are.

SCHOOL-TO-WORK/CAREER AND "AT-RISK" YOUTH

Across the nation communities have come together in partnerships to develop School-to-Career/Work systems. Initially the impetus was the School-to-Work Opportunities Act of 1994. According to Secretary of Education Richard Riley and Secretary of Labor Robert Reich (1996), School-to-Work (STW) links education reform with workforce and economic development. One of the most distinguishing factors is that School-to-Work is a sustainable system, not a program. The School-to-Work system restructures education so students can meet high academic standards and learn how academic subjects relate to careers. This system includes all youth—those that are college bound and those who are not. Finally, the federal funding provides venture capital, or "seed" money to assist states in developing a comprehensive system. The system does not, however, maintain ongoing federal programmatic funding. To this end, local communities have great flexibility in developing a system that responds to their unique needs and challenges.

The goals and the core components of the School-to-Work Opportunities Act as outlined in Public Law 103-239 and the Report to Congress in 1996 (Riley & Reich) includes: (a) establishing a framework within which all States can create a STW system that is part of comprehensive educational reform; (b) helping students to achieve high-level academic and occupational skills; (c) widening opportunities for all students to participate in post-secondary and advanced training, and movement into high-wage, high-skill careers; (d) providing enriched learning experiences for all youth, including those who are low-achieving, school dropouts, and youth with disabilities - and assisting them in obtaining good jobs and pursuing post-secondary education; (e) increasing opportunities for minorities, women, and people with disabilities by enabling them to prepare for careers from which they have traditionally been excluded, and; (f) utilizing workplaces as active learning environments.

The School-to-Work Opportunities Act is based on several findings that address youth at-risk. Congress finds that . . .

- A substantial number of youth in the United States, especially disadvantaged students, students of diverse racial, cultural backgrounds, and students with disabilities do not complete high school.
- Unemployment amongst our youth in the United States is intolerably high, and earnings of high school graduates have been falling relative to the earnings of those with advanced education.
- The workplace in the United States is changing in response to heightened international competition and new technologies, and while such forces are ultimately beneficial to the Nation, they are shrinking the demand for and undermining the earning power of unskilled labor.

One purpose of the School-to-Work Opportunities Act in relationship to youth at-risk is . . .

To motivate all youth, including low-achieving youth, school dropouts, and youth with disabilities to stay in school or return to school or a classroom setting and strive to succeed; by providing relevant, enriched learning experiences and assistance in obtaining good jobs and continuing their education in postsecondary institutions.

Students with career experiences are more likely to...

• go on to post-secondary education

• select a college major

• be excited about their future."

~ What Works! Colorado High School Senior Survey, 1999

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The findings and intent of the School-to-Work Opportunities Act raise significant issues regarding those students most at-risk. These youth are in danger of not completing high school, not pursuing postsecondary education and being unemployed or competing for the diminishing number of unskilled jobs. To this end the Act requires the inclusion of All students in a comprehensive School-to-Career/Work System.

The School-to-Career/Work System is flexible and based on local need. This System provides a wide range of experiences to all students. Also, special attention must be paid to those students that traditionally have not had access to a full range of opportunities, and specific strategies to engage these youth must be identified and implemented.

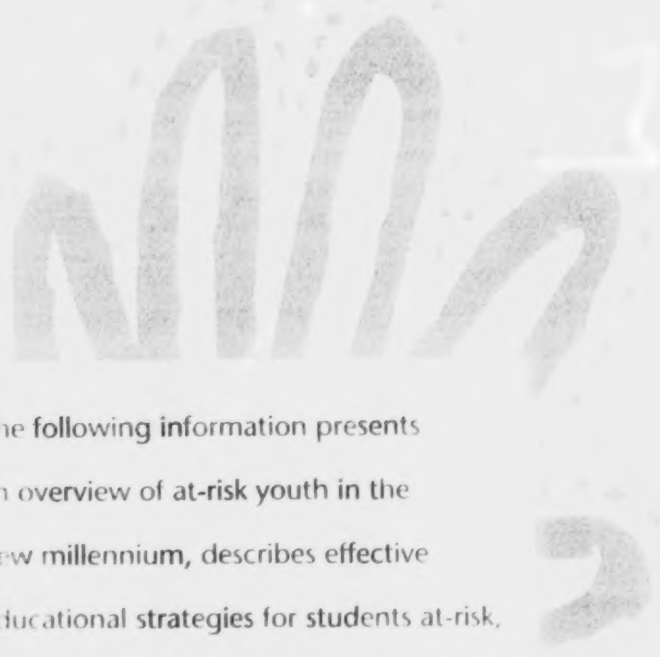
BUILDING INTEGRATED SYSTEMS IN COLORADO

In Colorado, we believe that enlightened policy for at-risk youth must stress both the quality of individual initiatives and the richness of the support network available to young people. Colorado embraces School-to-Career as one of the most effective and innovative strategies that engages all students including those that are the most disenfranchised from the mainstream. The testimonials of youth and their families whose lives have been positively transformed is too striking to warrant the notion that we cannot improve the quality of life for young people, including those most seriously at-risk.

> *"Funding is competing for the same kids. We need to build a partnership, then we will be able to do all things for all kids."*
>
> *– Colorado School Dropout Study, 1997*

Through the combined efforts of our education, interagency and community initiatives, Colorado has been engaged in building integrated systems that recognize the importance of aligning policy, procedure and practice with human and fiscal resources to build capacity for the ongoing support of young people. To this end, part of our focus has been on the alignment of policy and the removal of barriers to collaboration and resource convergence. Another part of our focus has been on building public demand to help in the ongoing creation of an appropriate infrastructure to sustain a School-to-Career system for all students, families and communities statewide.

The Colorado School-to-Career Partnership and local School-to-Career Systems strive to provide a full range of options to all students, those who plan to enter either post-secondary education or the workforce both during and after high school, gifted, disabled, minority, disadvantaged, limited English proficient and out-of-school youth. School-to-Career is a critical asset in the quest to meaningfully engage each and every student in Colorado. It is through the combined efforts of the major initiatives in our state, through collaborative interagency planning, family, community, and business involvement, and through the activities outlined in this and other publications that Colorado will attain success in adopting policies for its youth. We must strive for ecological environments by completing concentrated activities with higher quality; address the variables around networking, and; build relationships and depth while invoking a legacy within School-to-Career systems statewide.



The following information presents an overview of at-risk youth in the new millennium, describes effective educational strategies for students at-risk, and suggests that the solution to the at riskness of youth resides within us all.

1

Overview of Youth At-Risk

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EVERY DAY IN AMERICA . . .

For all United States children:
1 mother dies in childbirth
3 people under 25 die from HIV
6 children and youths commit suicide
13 children and youths are murdered
16 children and youths are killed by firearms
36 children and youths die from accidents
81 babies die
144 babies are born at a very low birthweight
311 children are arrested for alcohol offenses
316 children are arrested for violent crimes
403 children are arrested for drug offenses
443 babies are born to mothers who received late or no prenatal care
781 are born at a low birthweight
1,403 babies are born to mothers younger than 20
2,377 babies are born to mothers who are not high school graduates
2,556 babies are born into poverty
2,658 public school students are corporally punished
3,356 high school students drop out*
3,436 babies are born to unmarried mothers
5,500 high school graduates do not go on to college*
5,702 children are arrested
10,648 babies are born
17,152 public school students are suspended*

***Every school day**
Source: 1998 Children's Defense Fund

1. PROFILE:
Overview of At-Risk Youth in the new Millennium

Why is there a need to focus especially on at-risk youth?

The article, ***"Who are the 'At-Risk' Students of the 1990's"*** (Hixton and Tinzman) identifies seven basic reasons why special attention to the problem of at-risk is essential to the long-term success of school and community restructuring. As we approach the millennium, these factors are still important and germain. The seven basic reasons are as follows:

1. Quality and Equality – Findings by Goodlad (1979, 1984) and others underscore the need for a new priority in the school reform agenda that recognizes that true educational quality and equality are inseparable. In his book, A Place Called School, Goodlad noted the continuing denial of equal access to knowledge for all students in nominally desegregated schools. There is a similar danger if restructuring efforts are driven only by the normative needs of students as a whole without specific and overt attention to the particular needs of those students who have historically been least well-served by most public schools.

2. Escalation of the Problem – Each year, increasing numbers of students are entering schools from circumstances and with needs that schools are not prepared (or in some cases are unwilling) to accommodate. As Brown (1986) notes, this requires that increased understanding and sensitivity to these new contexts for schooling become a more integral part of the national dialogue about educational reform than is currently the case.

3. Demands of the Work Force – the combined trends of a decreasing proportion of youth and increasing educational requirements for jobs at all levels require us to ensure that a significantly larger percentage of students attain higher levels of intellectual skills and knowledge if we are to continue to be a first-level participant in the global economy.

4. Social Development – A significant number of social problems are, at least in part, the result of inadequate education. As noted in the National Coalition of Advocates for Children's 1988 report, "The failure to educate millions of children is turning the potential for social profit into grave deficit, the cost of which American taxpayers will bear both financially and socially, in terms of increased dependency and the loss of a common sense of purpose." Society, therefore can avoid more costly problems in the future by investing more heavily in the development of all of its youth today (Ogden and Germinario, 1988).

> *"As long as teenagers lack adequate opportunities to learn, work, develop healthy self-esteem, and succeed, our nation will face abnormally high rates of teen pregnancy, drug use and violence..."*
>
> *– Children's Defense Fund, 1998*

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5. New Role of the School – changing societal realities and expectations now require that schools attend to issues that were traditionally addressed by families and other community institutions. This is particularly evident in the increasing number of young parents who were themselves unsuccessful in school and, therefore, need additional support and assistance to support their own children's educational efforts.

6. Restrictive Attitudes Toward Student Capabilities – Though attitudes are changing, there still remain a large number of educators as well as policymakers and members of the general public who believe that school failure can be primarily attributed to characteristics of students and their families. An NEA study, for example, found that while most teachers attributed the much reported success of the Asian students to hard work, they attributed the failure of American minorities (primarily Blacks and Hispanics) to lack of capability. As noted by Sinclair and Ghory (1987), too many educators have become satisfied with not reaching certain students. They go on to note that, in response to calls for excellence for all students, they (educators) exhibit a "curious resentment, as if they were trying to protect those students who can learn under current conditions from those who can't or won't." This circumstance often permits reformers to implement changes in schools without ensuring that conditions exist that would allow all children to succeed.

7. Legal Responsibilities – Finally, it is important that, in designing strategies for school and community restructuring, educators and others are mindful that providing equitable education for all students is also a legal requirement. Titles VI, IX, and Section 504 of the Civil Rights Act all provide broad-reaching standards for complying with equity and nondiscrimination aspects of the law as it applies to education.

For these reasons, as well as others not mentioned above, it is believed that concern for those students at the margins of public schooling must be at the center of the debate on how to best restructure the schools they attend. It is vital to reconnect them and their parents to revitalized and more meaningful instructional opportunities and to regain their faith in the importance of education to both their futures as well as our own. We need approaches that provide a more meaningful data base and perspectives for planning new, holistic, integrated, and systemic remodeling of the climate, culture and, norms of schooling.

What is suggested, therefore, is an "ecological" approach that recognizes education as a process that takes place both inside and outside the school itself and is, therefore, affected (as opposed to determined) by (a) the social and academic organization of the school, (b) the personal and background characteristics and circumstances of students and their families, (c) the community contexts within which students, families, and schools exist, and (d) the relationship of each of these factors to the others (Natriello et al., 1990; Richardson and Colfer, 1990).

In this view, the degree to which students are "at-risk" is a function of inadequacies in one or more of these arenas that are not compensated for in the others, or a mismatch between the requirements and expectations in one arena and the ability of other arenas to respond to them. From this perspective, one does not simply define or describe at-risk students, much more appropriately, one regards as at-risk the combined characteristics of educational environments taken as a whole in which a significant proportion of students are consistently unsuccessful. As Richardson and Colfer (1990) note: The responsibility for the at-risk status of a child, therefore, does not reside in one individual be it the child, parent, or educator — or in one institution — the school. Society creates schools in certain ways to meet its goals and expectations, thus creating environments in which certain children are at-risk. The solution to the at-riskness of children and youth then lies within us all. (Used with permission, Hixton, J., and Tinzmann, M.B., 1990; Oak Brook, IL: North Central Regional Educational Laboratory.)

> *"Students with School-to-Work experiences are less likely to cut classes and/or dropout."*
>
> *~ New York State School -to-Work Study, 1997*

The following essay found on pages 13-22 (used with permission, copyright 1996, Oak Brook, IL: North Central Regional Educational Laboratory) was researched and written by Mary Ann Costello, a free-lance writer, based on an outline and comments submitted by John H. Hollifield, Associate Director of the Center for Research on the Education of Students Placed At-Risk (CRESPAR), and Lynn Stinnette, Director of Center for School and Community Development at the North Central Regional Educational Laboratory (1996). This essay captures the essence of what types of opportunities we should be providing for at-risk youth in our schools and communities.

CRITICAL ISSUE: PROVIDING EFFECTIVE SCHOOLING FOR STUDENTS AT RISK

ISSUE: Students who are placed at-risk due to poverty, race, ethnicity, language, or other factors are rarely well served by their schools (Hilliard, 1989; Letgers, McDill, & McPartland, 1993). They often attend schools where they are tracked into substandard courses and programs holding low expectations for learning (Oakes, 1985; Wheelock, 1992). If schools are to achieve the desired goal of success for all students, they must hold high expectations for all, especially this growing segment of learners. They must view these students as having strengths, not "deficits," and adopt programs and practices that help all students to achieve their true potential.

OVERVIEW: The question of what it means to be "at risk" is controversial. When children do not succeed in school, educators and others disagree about who or what is to blame. Because learning is a process that takes place both inside and outside school, an ecological approach offers a working description of the term at risk. In this view, inadequacies in any arena of life—the school, the home, or the community—can contribute to academic failure when not compensated for in another arena. Why is there a need to focus especially on at-risk students? The personal, economic, and social costs of academic underachievement are high and growing. Each year, increasing numbers of students enter school with circumstances in their lives that schools are ill prepared to accommodate. Yet from this academically and culturally diverse population must come the next generation of scientists, engineers, and other skilled professionals.

Traditionally, schools have responded to student diversity and poor academic performance with approaches such as ability grouping, grade retention, special education, and pull-out programs—in which students are removed from their regular classrooms and offered remedial instruction in particular subjects (Letgers, McDill, & McPartland, 1993). After 30 years of practice, however, researchers and educators (e.g., Slavin, 1988; Oakes, 1985) now believe these approaches may actually reduce student engagement and learning opportunities while stigmatizing students. Instead, the most promising alternative approaches focus on student assets (including their backgrounds and prior experiences), varied teaching strategies, and meaningful learning in collaborative settings. Also of critical importance to each child's success is the school's emphasis on high expectations for all students (Benard, 1995).

"We must restore to young people a belief in themselves, their futures, and the broader society."

– Children's Defense Fund, 1998

Today, schools are encouraging the development of thinking skills in remedial programs. They also are embracing school-wide restructuring programs and heterogenous grouping as alternatives to pull-out programs. Many of these new programs and practices have proven themselves in the classroom (Levin, 1988; Slavin et al., 1989). Schools also are exploring new ways to involve parents and families in their children's education. Research indicates that parent involvement makes an enormous impact on students' attitudes, attendance, and academic achievement. This essay illustrates what schools are doing to successfully teach and support at-risk students.

GOALS

The author suggests the following goals for schools responding proactively to at-risk youth:

- Schools, teachers, and instruction foster resiliency in children by building on students' strengths. (Resiliency is the ability to adapt and succeed despite risk and adversity.)

- Administrators provide leadership in managing change to improve learning for all students.

- Administrators and teachers are committed to continued professional development to improve teaching and learning for all students.

- Teachers believe all students can succeed. They communicate this belief to their students.

- Teachers provide instruction that connects with the students' culture and prior knowledge.
- Teachers use a variety of instructional and assessment approaches that reflect the student's capacity for multiple intelligences.
- All students learn an academically challenging curriculum that develops high-level thinking skills as well as basic skills.
- Students believe their teachers and fellow students care about their welfare.
- Students participate in meaningful, engaged learning and experience opportunities to succeed at school.
- Students construct meaning from content in a collaborative learning environment.
- Parents and community members are involved in educating students and have a voice in important school decisions, such as resources and staffing.

> *"74% of high school seniors are motivated by active hands-on opportunities to apply a lesson."*
>
> *– What Works! 1999 Colorado High School Senior Survey*

ACTION OPTIONS

Educators can take the following actions to provide effective schooling for students:

Create a school climate that encourages every child to succeed. A school climate marked by caring and support, high expectations, and opportunities for meaningful participation can foster resilience and counteract the risk factors in a child's life (Benard, 1995). This effect occurs not only for children in urban schools but in other schools as well.

Create schools-within-a-school and interdisciplinary teams of teachers to encourage a sense of belonging among students. Many at-risk students attend large schools or departmentalized schools, where they receive daily instruction from several different teachers. Research indicates students in such schools tend to feel more alienated from their teachers and peers. This feeling of alienation can lead to discipline problems and lower student participation in school activities. To combat these effects, many schools are creating alternative organizational structures such as schools-within-a-school, in which a single school building may contain up to five separate schools, and interdisciplinary teacher teams, in which each team member assumes specific responsibilities for the success of each student.

Hold all students to high educational standards and communicate the belief that all students can succeed. Many teachers continue to believe that some students cannot learn. As a result, they do not expect all students to succeed in school. Schools that establish and communicate high expectations and create high-achieving learning environments for all students have high rates of academic success (Brook, Nomura, & Cohen, 1989; Edmonds, 1986; Howard, 1990; Levin, 1988; Rutter, Maughan, Mortimore, Ouston, & Smith, 1979; Slavin, Karweit, & Madden, 1989). Such schools engage all students in challenging and meaningful activities that range from solving authentic problems to exploring real-world issues and relating them to students' culture, knowledge, and experience.

Foster resiliency by building on students' strengths rather than focusing on "deficits."
Resiliency is the ability to adapt and succeed despite risk and adversity. Resilient individuals commonly exhibit the following traits: social competence, problem-solving skills, autonomy, and a sense of purpose and future (Benard, 1995).

Eliminate tracking of students into remedial or below-standard classes in core subject areas.
Tracking is the process of assigning students to different groups, classes, or programs based on measures of intelligence, achievement, or aptitude. Most elementary schools use these grouping practices to create within-class ability groupings, while middle schools and high schools use them to track students into particular classes or programs of study.

Because tracking historically has limited learning opportunities for poor and minority children (Oakes, 1990), many schools are shifting from tracking toward heterogeneous grouping. This process is called detracking. In a fully detracked school, students typically learn with other students of varying ability or age. Teachers no longer pace their instruction to the "average" student, but individualize learning through personalized assignments and collaborative practices such as cooperative learning and peer tutoring. Successful detracking in middle and senior high schools requires a systemic approach that includes parent involvement, professional development and support, and district and state support.

Provide all students with opportunities for academic success.
Although schools typically emphasize the development of language and logical skills, research on learning suggests humans possess multiple abilities, talents, and skills. One person may exhibit exceptional talent for hearing and reproducing music (musical intelligence), while another may be particularly sensitive to the moods and motivations of others (interpersonal intelligence). To help students discover and reach their potential, schools must offer opportunities to succeed not only in core subject areas such as reading and math, but also in art, music, sports, community service, work apprenticeships, and helping others.

Provide assistance as needed for students to achieve success.
For students to remain motivated to learn, they must believe they can achieve success if they try hard. Thus, schools must become professional

communities that provide extra help to students as needed. In some successful programs, adults or other students serve as tutors for students needing help. Other programs motivate students by recognizing incremental improvement in addition to high achievement.

Use assessment tools that accurately measure what students know and can do.
Not only must a school's curriculum reflect the range of student abilities, its assessment tools must fairly reflect what students know and can do. Conventional tests may shortchange students who are not proficient in English, reading, or writing. Alternative and new assessment strategies might include oral interviews, science experiments, or portfolios of the student's work over time.

Make classroom activities meaningful and relevant to students' lives, culture, and future.
For students to engage in learning, they must view it as relevant to their lives and culture. Teachers must understand and respect cultural differences and incorporate the student's language and culture into the curriculum. Families and communities can provide funds of knowledge about learning experiences outside school. Many professional development programs—such as The Strategic Teaching and Reading Project—and curricular and instructional programs and practices are available to help as well.

Students sometimes see little connection between their education and future. Programs such as Upward Bound and Roosevelt Renaissance 2000 help prepare at-risk students for the transition from school to work or college.

"I hated math, but ended up liking algebra because my teacher applied it to real life."

- High School Senior
What Works!
1999 Colorado High School Senior Survey

Engage students in constructing meaning from curriculum content.
Students must be able to apply what they learn in school to the various and unpredictable situations they will encounter through life. The constructivist teaching and learning models suggest that in order to construct meaning from new information, students must be able to relate new ideas to what they already know and use this knowledge to draw inferences and conclusions. In classrooms implementing this approach, constructivist teachers organize information around conceptual clusters of problems, questions, and situations. Activities are learner-centered, and students are encouraged to ask questions, carry out experiments, and make their own analogies and conclusions. Effective practices include reciprocal teaching, in which the teacher and students take turns leading a dialogue to construct meaning from what they read or hear, and problem-based learning, which engages students in solving real-world problems.

Involve family and community members in educating students or supporting their personal or academic growth.
Families and communities can help the schools teach and nurture

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children. Family involvement might consist of parents reading with children, limiting their television viewing, helping with homework, monitoring leisure activities, communicating and listening, praising and rewarding success, getting involved in school activities, and serving on teams that help make curricular decisions. Community involvement might consist of groups and individuals helping families and schools combat substance abuse and violence, strengthening child-raising skills, mentoring and tutoring students, and coordinating social services.

> *"For these are all our children . . . we will all profit by, or pay for, whatever they become."*
>
> *– James Baldwin*

Consider adopting or adapting one of the model programs proven to help at-risk students on the basis of identified needs and a collective vision:

- Success for All is a school-wide restructuring program for preschool through grade 5 based on the premise that all students can learn.
- The School Development Program is a school-wide restructuring program designed to address the needs of the whole child.
- The Accelerated Schools Project is a school-wide program that involves restructuring the school organization, curriculum, and instruction.
- Reading Recovery is a one-on-one tutoring program designed to help low-achieving first graders learn to read.
- The Coalition of Essential Schools is a network of high schools that use specific principles in their restructuring efforts. School-wide restructuring models funded by New American Schools include the following:
  - The ATLAS Communities project seeks to create a personalized learning environment for all students.
  - The Audrey Cohen College System of Education is a K-12 program that helps students achieve a specific purpose every semester.
  - Co-NECT Schools combine high standards for all students with a focus on technology and project-based learning.
  - Expeditionary Learning Outward Bound is a K-12 school design based on the philosophy of the Outward Bound wilderness program.
  - The Modern Red Schoolhouse is a K-12 design that emphasizes a core curriculum and allows students to reach individualized goals.

- The America's Choice Design Network works with states and school districts to restructure schools and state education policy.
- Roots & Wings is a K-6 program that is based on Success for All.

IMPLEMENTATION PITFALLS:

Educators and community members may fail to specify the problems afflicting their school and instead search for someone to blame.

In an effort to improve, schools may adopt programs and practices that conflict with the school culture or the participants' vision for the school.

School and community members may underestimate the human and fiscal costs of effectively implementing an improvement plan, especially the time needed for staff development and training.

Teachers, administrators, or parents may fear that focusing efforts on at-risk students will divert attention and resources from the needs of high-achieving students.

Teachers may feel inadequately prepared to use effective strategies and approaches with students at risk (used with permission, Licklider, 1991-92).

USING SCHOOL-TO-CAREER TO ENGAGE "AT-RISK" YOUTH

As Colorado School-to-Career systems become a reality, it is increasing clear that this methodology effectively engages all students in the learning process including those that are traditionally thought of as "at-risk". The elements of this initiative that provide the most compelling indicators of support for at-risk students include the following:

- Since School-to Career is a system not a program, students do not have to be labeled, identified or taken from the general education classroom to participate. Stigmatization through tracking and special programming is eliminated.
- Integrating career concepts with subject matter provides relevancy to academic instruction. This type of methodology is effective for all students including those who learn non-traditionally. Students no longer seem compelled to ask, "why do we need to learn this?" (See Appendix A for examples from *Making Standards Work.*)

> *". . . there weren't a lot of boring lectures, but rather, hands-on activities and lessons that actually applied."*
>
> *– High School Senior*
> *What Works!*
> *1999 Colorado High School Senior Survey*

- Responding to career interests automatically requires a focus on an individual's talents, strengths, passions and abilities. These strategies can lessen the focus on remediation of individual deficits.

- Work-based experiences allow many students who are "at-risk" to find success in a more hands-on environment. Community mentors are considered critical for those students most at-risk. The connection with the workplace provides more opportunities for mentorships that focus on common interests.

- Through community and academic experiences, students who are involved in career development also learn important work habits and skills. Skills such as organization, teamwork, critical thinking, and responsibility are not only important at work but also in school and life.

- School-to-Career strategies allow schools to try new ways of delivering instruction, organizing staff and engaging in new patterns of service delivery. These techniques can "break the mold" of traditional education and thus learning becomes much more accessible to all students. (See Appendix B, *Guidelines for Bringing Out the Best in All of Our Students.)*

- Showing how academics apply to the world outside of school and providing a contextual learning environment allows all students to show competence. Too often those students most "at-risk" compete in a learning system that only references their deficits. The playing field can be leveled through School-to-Career strategies.

- The need to secure employment is identified as one of the primary reasons for dropping out of school. Linking employment to academic learning can respond to the economic and educational needs of potential dropouts.

- Parents finding meaningful ways to connect with their child through career planning. (See Appendix C, *Parent Career Guides, Grades 6-12.)*

"School-to-Work is a powerful strategy for reducing dropout levels."

~ J. Smink
1998 National
Dropout Center
Clemson University

AT-RISK STUDENT RESOURCE CONTACTS:

Center for Research on the Education of Students Placed at Risk (CRESPAR)
Johns Hopkins University/Howard University
Center for the Social Organization of Schools
3505 N. Charles St.
Baltimore, MD 21218
(410) 516-8800; fax (410) 516-8890
Contact: John Hollifield, Associate Director
E-mail: jhollifiel@scov.csos.jhu.edu
WWW: http://scov.csos.jhu.edu/crespar/crespar.html

Coalition of Essential Schools
Box 1969
Brown University
Providence, RI 02912
(401) 863-3384
WWW: http://www.essentialschools.org/

Education Commission of the States
707 17th St., Suite 2700
Denver, CO 80202-3427
(303) 299-3600; fax: (303) 296-8332
E-mail: ecs@ecs.org
WWW: http://www.ecs.org

Expeditionary Learning Outward Bound
122 Mount Auburn St.
Cambridge, MA 02138
(617) 576-1260, ext.10; fax (617) 576-1340
E-mail: info@ELOB.ci.net
WWW: http://hugse1.harvard.edu/~elob/elobpage.htm

National Center for Research on Cultural Diversity and Second Language Learning
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
(202) 429-9292
email: ncrcdsll@cal.org
WWW: http://www.cal.org/cal/html/ncrcdsll.htm

National Center on Education in the Inner Cities (CEIC)
Temple University
933 Ritter Hall Annex
13th and Cecil B. Moore Ave.
Philadelphia, PA 19122
(215) 204-3001
Contact: Margaret Wang
WWW: http://www.ed.gov/offices/OERI/At-Risk/temple1.html

National Research Center on the Gifted and Talented
University of Connecticut
362 Fairfield Road U-7
Storrs, CT 06269-2007
(203) 486-4626; fax (203) 486-2900
Contact: Siamak Vahidi
WWW: http:www.ucc.uconn.edu/~wwwgt/nrcgt.html

ORGANIZATIONS OFFERING INFORMATION ON MULTICULTURAL EDUCATION

School Development Program
47 College St., Suite 212
New Haven, CT 06520
(203) 737-1020; fax (203) 737-1023
Contact: Cynthia Savo
E-mail: cynthia.savo@yale.edu
WWW: http://info.med.yale.edu/comer

Success for All/Roots & Wings
Johns Hopkins University
3505 N. Charles St.
Baltimore, MD 21218
(800) 548-4998 or (410) 516-8896; fax (410) 516-8890
E-mail: sfa@csos.jhu.edu
WWW: http://scov.csos.jhu.edu/sfa/sfa.html

This section depicts strategies and programs for at-risk youth from around the globe; and highlights the continuing challenge to find innovative ways to move at-risk youth into responsible citizenship, labor market success, and self-sufficiency.

2

School-to-Career Innovations & Strategies

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School-to-Career Innovations & Strategies Introduction . . .

As defined in the School-to-Work Opportunities Act of 1994 (STWOA) the term "all students" means, "both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically talented students." (School-to-Work Glossary of Terms: National School-to-Work Learning and Information Center, July 1996). The School-to-Work initiative has included all student populations in its design, development, and implementation efforts around systems change.

The Colorado School-to-Career Partnership specifies that a full range of options must be provided to every student. It focuses on students who are college and non-college bound and includes at-risk youth that typically become disenfranchised. The framework of Colorado's School-to-Career effort is partnership. Together, business, community members, families, students, agencies and educators create a K-16 School-to-Career system. The student's experience is guided through relevant instruction that allows each individual to choose directions and opportunities that best fit his/her needs. Students will be better prepared to make informed decisions about their futures once they see the connections between school, learning, careers, and the world of work. Most importantly, they will be able to demonstrate competency in academic and workplace standards in order to secure and sustain continued education and employment.

The programmatic briefs summarized in this section represent School-to-Career innovations and strategies that focus on at-risk youth. Programs are organized within categories that reflect the "all students" definition as noted above in the School-to-Work Opportunities Act. These reports are summaries and readers are strongly encouraged to contact the programs for further details, especially concerning the areas of methodology. Because the information gathered here was largely conducted by third-party researchers, the programs contain far greater detail than we were able to share in a one-page synopsis. The program reports fall into the following at-risk youth categories:

I. **Limited English Proficient**
II. **Out-of-School**
III. **Gifted and Talented**
IV. **Native American**

V. **Gender Equity**
VI. **Youth with Disabilities**
VII. **Youth Corrections**
VIII. **Migrant Education**
IX. **Disadvantaged**
X. **All Students At-Risk**
XI. **Charter Schools**
XII. **One-Stop Career Centers**

These program summaries were designed to be readable, accessible, and of a consistent format for the purpose of sharing good news about youth and youth programs. Each category contains templates that highlight 3 practices from Colorado, 2 examples from national programs, and 1 international program. Each category is preceded by a specific "grid" that directs the reader in navigating through the various program summaries. The one-page templates contain information under the following headings:

- Program Name and Location
- Primary Target Group
- May Also Benefit
- Purpose of the Program
- Description and Methodology
- Special Considerations
- Results and Effects
- Contact Information

From our research with schools, communities, families, students, agencies, businesses and practitioners in the field of youth at-risk, we have seen six basic principals evolve that support effective programs for youth. These principals encompass:

1. Creative Forms of Teaching and Learning
2. Guidance and Counseling with Rich Connections to the Workplace
3. Adult Support, Structure and Expectations
4. Quality Implementation of Programs for Youth
5. Youth as Resources to Issues and Solutions
6. Support, Follow-Up and Evaluation

The 66 programs summarized in this section offer specific examples of programs that actualize these six basic principals and offer substantial evidence that careful application of these principals can lead to effective results for youth. These program summaries reveal many promising practices applied to working with the challenges that face at-risk youth. In the process of highlighting these programs, we have addressed a myriad of social, cultural, and economic forces confronting at-risk youth. And, we have provided overviews of many encouraging innovations and strategies that compliment the diverse needs of at-risk youth.

In most cases, the programs presented here embody the principals mentioned above, and they work to improve young people's lives. This section depicts the field of at-risk youth; and the continuing challenge to find effective ways to move youth into responsible citizenship, labor market success, and self-sufficiency. The program summaries emphasize the rich potential of investing in the future of our young people. And, they clearly illustrate the varied choices we now have available for making those investments more soundly and thoughtfully than ever before.

I. Limited English Proficiency

The 1988 Bilingual Education Act describes a limited English proficient student as one who:

1. meets one or more of the following conditions:
    a. the student was born outside of the United States or whose native language is not English;
    b. the student comes from an environment where a language other than English is dominant; and
    c. the student is American Indian or Alaskan Native and comes from an environment where a language other than English has had a significant impact on his/her level of English language proficiency; and
2. has sufficient difficulty speaking, reading, writing, or understanding the English language to be denied the opportunity to learn successfully in English-only classrooms.

> *"Individuals with limited English proficiency face considerable obstacles to graduating, including the need to assimilate into a new culture, and economic system."*
>
> *~ Dropout Rates in the United States, 1995*

I. Limited English Proficient

	Models ◆ Practices ◆ Strategies Program / Organization	◆ Model Characteristics							
		Program Type			Setting			Student Population	Page #
		School	Community	Agency/ Organization	Rural	Urban	Suburban		
Colorado	◆ Project TALK Aurora, Colorado	✓				✓		K-12	28
	◆ Career Education Carbondale, Colorado	✓			✓			K-5	29
	◆ Harris Bilingual Fort Collins, Colorado	✓				✓	✓	K-6	30
National	◆ Alternative English Tuscon, Arizona	✓				✓		High School	31
	◆ Coca-Cola Valued Youth San Antonio, Texas	✓				✓		Grades 7-8	32
International	◆ The Knowing Learner Northcote, Australia	✓			✓	✓		K-12	33

Limited English Proficiency (LEP)

"PROJECT TALK" *Aurora, Colorado*

PRIMARY TARGET GROUP

Students with Limited English Proficiency (LEP).
May Also Benefit: Culturally diverse students.

PURPOSE

Project TALK develops partnerships with individual schools or entire districts to provide supplemental and classroom services to culturally and linguistically diverse students.

DESCRIPTION AND METHODOLOGY

- Services are provided to multilingual students regardless of the diversity of languages represented.
- Emphasis on cultural experiences and backgrounds as a foundation upon which a new culture is introduced and developed.
- Diagnostic approaches are used to determine the students' individual needs and a curriculum integration plan is developed for each student.
- Language learning is integrated into the curriculum through five-stages of language development as a foundation on which ESL skills are taught, moving from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency).

SPECIAL CONSIDERATIONS

Project TALK trains existing staff and utilizes the site's existing curriculum.

RESULTS AND EFFECTS

As a result of this program, multilingual students have doubled their achievement test scores. Over 100 educational agencies in the United States have replicated Project TALK. Its four main components can be easily replicated and this program provides a proven, effective method for working with multilingual students based on research and experience.

For more information:
John Golden
"Project Talk"
15700 East 1st Avenue
Aurora, CO 80011
(800) 660-0510 ext. 313

"CAREER EDUCATION" Carbondale, Colorado

Limited English Proficiency (LEP)

PRIMARY TARGET GROUP

Limited English Proficient students in grades K-2.
May Also Benefit: Limited English Proficient students in grades K-5 and culturally diverse students.

PURPOSE

To support language development and raise students awareness of career opportunities available to all regardless of race, gender, creed or culture.

DESCRIPTION AND METHODOLOGY

This elementary instructional program is designed for students who are Limited English Proficient. A variety of strategies are used to reinforce language and career skills including:

- role playing
- puppet performances
- direct instruction
- interactive computer use to learn and share information about a variety of careers across the six career clusters (Communications, Arts and Humanities; Health and Related Services; Business Marketing and Financial; Human Services; Engineering and Industrial Technology; and, Natural Resources).
- Instruction and interactions occur in a bi-lingual setting with a focus on literacy.

SPECIAL CONSIDERATIONS

Many LEP students are unaware of opportunities available to them beyond the basic service industries – career awareness is truly new information for many LEP students.

RESULTS AND EFFECTS

Students create their own way of sharing with one another on what they have learned about new possibilities for their future.

For more information:

Linda Lafferty
Crystal River Elementary
160 Snomass Drive
Carbondale, CO 81623
(970) 704-0270

"HARRIS BILINGUAL IMMERSION SCHOOL (HBIS)" *Fort Collins, CO*

PRIMARY TARGET GROUP

Limited English Proficient students in grades K-6 and English speaking students who wish to learn Spanish as a second language.
May Also Benefit: Culturally diverse students

PURPOSE

HBIS is a two-way immersion program which teaches the district curriculum in both English and Spanish. The goal of the program is that all children become fluently bilingual and biliterate in English and Spanish while meeting the school district standards.

DESCRIPTION AND METHODOLOGY

- This school has a 50/50 to a 60/40 ratio between Spanish and English speaking students. The school is multi-cultural in context.
- Language and diversity instruction is embedded in the learning environment.
- For Spanish speaking students, the HBIS program provides a foundation in their primary language and supports the learning of English. English speaking students have the opportunity to learn another language at the optimal time in their development.
- The Program includes: enrichment activities, all-day BASE CAMP, daily English and Spanish as a second language instruction, reading bridges and reading lab, Project Friend volunteers as well as Volunteers in Poudre Schools (VIPS), Spanish and English classes for parents, and active parent involvement and multicultural events.

SPECIAL CONSIDERATIONS

Specific strategies and programs in this school could be used in other ESL programs.

RESULTS AND EFFECTS

Academic assessment of these students is complex. It appears that students maintain their learning curve in their native language while learning a new language.

For more information:

Larry Slocum, Principal
Harris Bilingual
Immersion School
501 East Elizabeth
Fort Collins, CO 80524
(970) 482-7902

"ALTERNATIVE ENGLISH PROGRAM" Tucson, Arizona

Limited English Proficiency (LEP)

PRIMARY TARGET GROUP

Limited English Proficient and English as a second language students. High school students reading below the fifth grade level.
May Also Benefit: All students at-risk of dropping out of school.

PURPOSE

The program is a partnership between the Arizona Supreme Court and the Tucson Unified School District designed to provide students with literacy and job skills to keep them out of the criminal justice system.

DESCRIPTION AND METHODOLOGY

- Computer technology is used to teach students specific desktop publishing programs and the use of these programs to teach communication skills.
- The major focus of the program is writing essay topics that are introduced at weekly "office meetings."
- Use of the computer also is stressed as a component of the program. Whenever possible, the students' works are submitted for publication.
- The classroom is arranged in an office-like environment, with the desks clustered into "departments."
- The program is aligned with the SCANS Report from the US Department of Labor to build the students' self-esteem and confidence. Students begin at their own skill levels and proceed with self-paced, teacher-aided software to improve their reading and writing skills.
- Students must sign a contract when entering the program agreeing to attend regularly, to take care of the equipment and facility, and to refrain from preventing others from learning.
- Juniors and seniors are paired with adult mentors recruited from businesses and agencies working in partnership with the school. Mentors are screened by employers and matched to the students by gender and, where possible, ethnicity and career interest.
- Evening classes are provided for the students' parents. These classes help with reading and writing problems and connect parents with the local community college for opportunities in continuing their own education. Vocational counseling is also provided for those parents interested in changing their careers.

SPECIAL CONSIDERATIONS

Partnership between the Arizona Judicial System and the school district. Learning contract is emphasized.

RESULTS AND EFFECTS

Student outcomes are positive. Reading and writing skills have improved significantly. Over the past four years, over 70% of the graduates of the program have continued on to some form of higher education.

For more information:

Marge Christensen
Catalina High School
3645 East Pima Street
Tuscon, AZ 85761
(602) 318-2948

"COCA-COLA VALUED YOUTH PROGRAM" San Antonio, Texas

Limited English Proficiency (LEP)

PRIMARY TARGET GROUP

Limited English Proficiency students grades 7-8.
May Also Benefit: Any student at-risk of dropping out.

PURPOSE

To reduce dropout rates among middle school children who have limited English skills and are at-risk of dropping out of school through a cross-range tutoring program.

DESCRIPTION AND METHODOLOGY

- Limited English proficient students at-risk of dropping out of school are placed in a responsible tutoring role. With the support of tutors, students gain significant social benefits and earn a wage while engaged in the program.
- The instructional strategy includes five major components including classes for tutors, tutoring sessions, field trips, role modeling, and student recognition.
- The support strategies involve curriculum, design, coordination, staff enrichment, family/parent involvement, and evaluation activities.
- The model can be implemented by existing school staff. Six implementation guides are available.
- Elements critical to the success of the project include:
  - weekly classes for tutors with a minimum of 30 sessions per school year
  - minimum age and grade difference of four years between tutor and student
  - provision of a program financial stipend
  - flexible curriculum based on the student's tutoring and academic needs
  - program staff dedicated and committed to the program's success

SPECIAL CONSIDERATIONS

A minimum of ten training and technical assistance days is required. Six implementation guides are available for school staff and workbooks and a family liaison guide for each tutor. Cost per student ranges from $150-$250 including tutor stipends, recognition awards, staff training, technical assistance, and evaluation.

RESULTS AND EFFECTS

Students participating in the program demonstrate a significantly lower school dropout rate, achieve significantly higher reading grades, show significantly greater gains on the Piers-Harris Self-Concept Scale, and make significantly greater gains on the Quality of School Life Scale than the comparison group. In 1992, the Coca-Cola Valued Youth Program was recognized by the Secretary of Education as a model dropout prevention program, meeting the National Goal for Education 2000 by increasing high school graduation rates to 90%.

For more information:
Josie Supik
Intercultural Development Research Assoc.
5835 Callaghan Road,
Suite 350
San Antonio, TX 78288
(210) 684-8180

"THE KNOWING LEARNER" *Northcote, Australia*

PRIMARY TARGET GROUP

Students with Limited English Proficiency.
May Also Benefit: Adults needing oral communication skills.

PURPOSE

To help students with limited-English-proficiency acquire language skills necessary for their education in an English speaking school system and working environment.

DESCRIPTION AND METHODOLOGY

- Oral communication is the central focus of the Knowing Learner Program. The student's limited knowledge of English is used as a foundation to build their skills.
- Students are exposed to, and asked to write poetry as a means to help them learn communication of feelings and emotion through words.
- English skills are developed from the students' Aboriginal Language and basic English vocabularies. Students' language use is transcribed as it is spoken and is used as a base for instruction to increase their English skills.
- Language is taught based on practical workplace and common use models.
- Instruction is designed to not lose sight of the students' needs and concerns. Emphasis is placed on the necessity of English to be productive in the labor force.

SPECIAL CONSIDERATIONS

The curriculum is unique in that it is based on Aboriginal Australian dialects but can work for other native languages.

RESULTS AND EFFECTS

Students have reported gains in their language skills and have been able to apply them to their workplace environments.

Limited
English
Proficiency
(LEP)

For more information:

Margaret Tyrell
The Knowing Learner
Programme
Northcote, Australia
(03) 9481 6447
or (03) 9470 6332

II Out of School

The term ***"school dropout"*** means a youth who is no longer attending any school and who has not received a secondary school diploma or a certificate from a program of equivalency for such a diploma.

(School-to-Work Opportunities Act 1994)

— OR —

The term dropout refers to an event, such as leaving school before graduating; or a status, such as an individual who is not in school and is not a graduate. A person who drops out of school may later return and graduate. At the time the person has left school, he/she is a "dropout." Measures to describe these behaviors include; event dropout, status dropout rate, and high school completion rate.

(School-To-Work Glossary of Terms - National School-To-Work Office)

> *"Each year's class of dropouts cost the country over $200 billion during their lifetimes in lost earnings and unrealized tax revenue."*
>
> *- Strategies & Successes in School Dropout Prevention*

II. Out of School

		◆ Model Characteristics							
	Models ◆ Practices ◆ Strategies Program / Organization	Program Type			Setting			Student Population	Page #
		School	Community	Agency / Organization	Rural	Urban	Suburban		
Colorado	◆ School-to-Work Alliance Golden, Colorado	✓		✓	✓	✓	✓	16-25	36
	◆ Gilpin Alternative Blackhawk, Colorado	✓			✓			High School	37
	◆ Denver Street School Denver, Colorado	✓	✓			✓		Middle & High School	38
	◆ Mentor Program Wray, Colorado	✓			✓			Elementary School	39
National	◆ Baltimore Career Connections Baltimore, Maryland			✓		✓		High School	40
	◆ Middle College High School Seattle, Washington	✓				✓		High School	41
International	◆ Associated Marine Institutes Grand Cayman Islands	✓			✓	✓		High School	42

Out
Of
School

"SCHOOL-TO-WORK ALLIANCE PROGRAM (SWAP)" Golden, CO

PRIMARY TARGET GROUP

Students with disabilities who qualify for vocational rehabilitation assistance (ages 16-25)
May Also Benefit: Out-of-school youth. Any student at-risk of dropping out of school.

PURPOSE

To create partnerships between school districts and vocational rehabilitation departments. To obtain full time competitive employment for youth with disabilities ages 16-25.

DESCRIPTION AND METHODOLOGY

- Students between 16 and 25, who are eligible for vocational rehabilitation services are served by a cooperative program between the Division of Vocational Rehabilitation and school districts statewide.
- SWAP coordinators and educational specialists, working with Vocational Rehabilitation counselors, reach out-of-school youth through printed material and personal contact.
- Counselors provide career awareness and exploration, helping students plan for competitive employment.
- SWAP also provides in-service training to school personnel, work site employee training, and a variety of connecting activities.

SPECIAL CONSIDERATIONS

Federally funded through Vocational Rehabilitation, in partnership with the Colorado Department of Education and local school districts.

RESULTS AND EFFECTS

SWAP is now operating in 93 Colorado school districts, serving over 1,000 students. In the first year of the project, 131 youth received help in finding employment; in the second year, another 400 youth started working through SWAP support.

For more information:
Sue Schierkolk
Division of Vocational
Rehabilitation
730 Simms St., Suite 105
Golden, CO 80401
(303) 462-6760

"GILPIN ALTERNATIVE PROGRAM (GAP)" *Blackhawk, Colorado*

Out
Of
School

PRIMARY TARGET GROUP

Students at-risk of dropping out.
May Also Benefit: All At-Risk students

PURPOSE

The Gilpin Alternative Program helps at-risk students stay in school and teaches job finding and job keeping skills. With an emphasis on education, the program works to ensure that students obtain either a GED or a diploma.

DESCRIPTION AND METHODOLOGY

- There are no lectures in the program, the students spend their time divided between computer-based work and consumable textbooks.
- A heavy emphasis is placed upon math and writing skills.
- With a preset curriculum and an agreed upon amount of work, students put in less hours and earn more credits.
- Students receive performance-based scores each day on a scale between 1 and 4.
- If a student gets a rating of 1 three times in a quarter, they are put on probation. They are asked to leave for the remainder of the quarter if they receive a fourth 1.
- Students are encouraged to earn their GED early so they have an "Ace in the Hole" for the future.
- Guest speakers are brought in from businesses and higher education institutions.

SPECIAL CONSIDERATIONS

Funded by the Gilpin County School District.

RESULTS AND EFFECTS

Out of 12 students, three have gone to college, and two to junior college. Others have received training in various industries.

For more information:

David Gorski
Gilpin Alternative
Program
10595 Highway 119
Blackhawk, CO 80403
(303) 582-3444

Out Of School

"DENVER STREET SCHOOL" Denver, Colorado

PRIMARY TARGET GROUP

Out-of-school youth
May Also Benefit: Disadvantaged/disenfranchised youth

PURPOSE

Denver Street School seeks to re-engage youth who have dropped-out of school through involvement in a family-like environment. Students can re-connect with their self-worth, and focus on their skills and strengths, while addressing deficits.

DESCRIPTION AND METHODOLOGY

The Street School program started in 1985, with a limited number of students. Today, the system has 125 students in classes at two sites in Denver and one in Colorado Springs. The school has 16 full-time paid staff members and more than 40 volunteers.

- Students get hands-on attention in a private, non-profit, non-denominational Christian-based facility.
- Coursework is similar to public school curriculum with some modifications.
- A mandatory bible study course is included.
- Students and staff show respect for each other.
- Participants pay a small amount each month for tuition and fees.
- Students identify and fight negative habits and patterns.
- Classes are small and teachers make sure students know they care about their success.

SPECIAL CONSIDERATIONS

Similar schools have been started in Fort Collins, Colorado; Seattle Washington; Tampa, Florida; Omaha, Nebraska; and Augusta, Georgia. Schools modeled after the program are being considered for 10 other U.S. cities.

RESULTS AND EFFECTS

A study in 1996 reported that of more than 100 students who received their diplomas from the Denver Street School, 75 percent had enrolled in college or technical schools, enlisted in the military or started jobs.

For more information:

Tom Tillapaugh, Director
Denver Street School
1567 Marion Street
Denver, CO 80218
(303) 860-1702

"MENTOR PROGRAM" *Wray, Colorado*

Out

Of

School

PRIMARY TARGET GROUP

Pre-K and Elementary school students identified as "at-risk" by educators and parents (this program includes Head Start Pre-School Students)
May Also Benefit: All students

PURPOSE

This program is designed for pre-K and elementary school students who have been identified as being at-risk of dropping out of school. The program pairs at-risk elementary students with high school students for tutoring, role modeling and friendship.

DESCRIPTION AND METHODOLOGY

- The high school mentors are selected from students who have been nominated for the peer counseling program, along with other students interested in a career in education.
- The high school students go through two interviews. They are interviewed by a team of teachers and students.
- Each mentor receives between five and ten hours of training in communication skills and mentoring styles.
- Mentors spend between 30 minutes to one hour a week with their student. Activities include, helping with homework (tutoring), sports activities, and building friendships.

SPECIAL CONSIDERATIONS

No additional funding is required. A program coordinator is selected from the teaching and/or counseling staff.

RESULTS AND EFFECTS

Participants have made improvements in academic and social skills. Elementary teachers report that this is the most significant program in "turning students around". Some mentors spend time with their students during the summer.

For more information:

Don Crow
Wray High School
P.O. Box 157
Wray, CO, 80758
(970) 332-5404

"BALTIMORE CAREER CONNECTIONS" Baltimore, Maryland

PRIMARY TARGET GROUP

Out-of-school youth.
May Also Benefit: All students.

PURPOSE

Career Trainers are stationed in three One-Stop Career Centers to help students make employment connections and obtain job skill training.

DESCRIPTION AND METHODOLOGY

- Services youth through One-Stop Career Centers and the Youth Opportunities Program.
- Youth use career labs, register in Employ Baltimore, attend motivational and job readiness workshops, and obtain academic and occupational skills training.
- Participants create community connections by attending "homerooms" at a community-based organization in their own neighborhood.
- Paid work experiences, individual counseling, life skills classes, and academic tutoring are some of the other services available.

SPECIAL CONSIDERATIONS

Interdisciplinary approach to job readiness at One-Stop Career Centers.

RESULTS AND EFFECTS

Over 600 out-of-school youth have been served. Over 200 have been reconnected to academic training and an additional 50 have been engaged in occupational skills training. Seventy youth have received services directly in their community and have paid work experiences in private sector businesses.

For more information:

Alice Cole
Office of Employment
Development
West 24th Street
Baltimore MD 21218
(410) 396-6722

"MIDDLE COLLEGE HIGH SCHOOL (MCHS)" Seattle, Washington

Out
Of
School

PRIMARY TARGET GROUP

Out-of-School youth and those at-risk of dropping out.
May Also Benefit: All students.

PURPOSE

To serve hard-to-reach students with flexible scheduling and challenging courses in an alternative setting that encourages students to finish high school and move on to college.

DESCRIPTION AND METHODOLOGY

- Housed on the campus of the Seattle Central Community College.
- Flexible scheduling accommodates student's needs.
- Students may enroll in courses at Seattle Central Community College for credits toward college and high school degrees simultaneously.
- Many core classes are team-taught through interdisciplinary methods. For instance, one humanities/history course focuses on the history and culture of Asia, Africa, and South America to help students see how disciplines relate to each other in the real world.
- Teachers plan lessons across departments and do not use textbooks as part of their curriculum.
- Internships and mentorships are utilized from the surrounding community to help build community connections and work-based experiences. The mentors are recruited from local businesses, colleges, and community groups to work with MCHS students one-on-one to address specific problems, provide tutoring, and serve as role models.
- Mentors and students meet at least twice per month and have contact at least once a week. Students earn credits toward graduation in these experiences.

SPECIAL CONSIDERATIONS

Middle College High School serves 190 students. Community support of the school includes computer assistance, student scholarships, internships, mentors, and classroom tutors. Outside funding is extensive through a federal Dropout Demonstration Project grant and district funding.

RESULTS AND EFFECTS

Middle College High School's graduation rate is high for the population it serves. Seventy-five percent of its graduates have continued on to post-secondary education.

For more information:
Dr. John German
Middle College High
School Director
Seattle Central
Community College
1701 Broadway, BC-303
Seattle, WA 98122
(206) 587-2026

"ASSOCIATED MARINE INSTITUTES" 7 States, Grand Cayman Islands

PRIMARY TARGET GROUP

Students in youth corrections, and out-of-school youth.
May Also Benefit: Students considered to be juvenile delinquents, and adjudicated youth.

PURPOSE

To create a smoother transition from this program to either a high school environment or the world of work.

DESCRIPTION AND METHODOLOGY

- The Associated Marine Institute provides treatment and aftercare services to youths adjudicated by local juvenile courts, and out-of-school youth.
- Program components include education life skills, social skills, experiential marine occupational skills, and outdoor activities.
- Program utilizes an interdisciplinary/experiential model to engage students academically and vocationally.
- A 12-week aftercare program is provided after residency in the program.

SPECIAL CONSIDERATIONS

The program is state funded.

RESULTS AND EFFECTS

The program has been operating successfully since 1969 and is now operating at 49 sites, nationally and internationally.

For more information:
Bob Weaver
Associated Marine
Institutes
5915 Benjamin Center Dr.
Tampa FL 33634
(813) 887-3300

III. Gifted & Talented

Gifted and talented students are defined as "children and youth who give evidence of high performance capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities."

(United States Department of Education)

— *OR* —

"Gifted children" means those persons between the ages of five and twenty-one whose abilities, talents, and potential for accomplishment are so outstanding that they require special provisions to meet their educational needs. Children under five who qualify may also be served. . . . Gifted students are capable of high performance in any or a combination of these areas:

1.1) General intellectual ability.
2.2) Specific academic aptitude.
3.3) Creative, productive thinking.
4.4) Leadership and human relations skills.
5.5) Visual and performing arts.
6.6) Psychomotor abilities.

(Colorado Department of Education)

> *"It is important to keep a vigilant watch on youth at-risk, and ensure that programs that are proven to work, like mentorships, are utilized to their fullest potential."*
>
> – KidsCount in Colorado, 1998

III. Gifted & Talented

		◆ Model Characteristics							
		Program Type			**Setting**				
	Models ◆ Practices ◆ Strategies **Program / Organization**	School	Community	Agency / Organization	Rural	Urban	Suburban	**Student Population**	**Page #**
Colorado	◆ Fifth Year, Certified Nurses Assistant, Limon, Colorado	✓			✓			High School Post Secondary	45
	◆ Technology Team Salida, Colorado	✓			✓			High School	46
	◆ Sage Program Longmont, Colorado	✓			✓			Grades 1-5	47
	◆ A.G.A.T.E. Aurora, Colorado	✓				✓		Grades 6-8	48
National	◆ City-as-School New York, New York	✓	✓					High School	49
	◆ Career Awareness Independence, Kentucky	✓			✓			High School	50
International	◆ New Horizons Sherwood Park Alberta, Canada	✓					✓	Grades 1-9	51

1

"FIFTH YEAR, CERTIFIED NURSES ASSISTANT" Limon, Colorado

Gifted &
Talented

PRIMARY TARGET GROUP

Gifted and Talented Students.
May Also Benefit: Economically disadvantaged students.

PURPOSE

The program allows students to graduate from high school with job skills and extra educational tools after graduation as applied health professionals.

DESCRIPTION AND METHODOLOGY

- Students stay in high school an extra year and obtain either an AA or AS degree or Certified Nurses Assistant (CNA) certification.
- Students receive dual credit for high school and community college.
- Tuition is paid by the school district for students who maintain a minimum 2.0 grade point average.
- Accelerates students' employment opportunities and accommodates students' financial needs.

SPECIAL CONSIDERATIONS

School district pays tuition, students pay for textbooks and materials.

RESULTS AND EFFECTS

Excellent results have been reported. Many students who could not have afforded their education have earned degrees. Also many students are now supporting themselves as Certified Nurses Assistants.

For more information:

Becky Davis
220 W. 7th
Hugo, CO 80821
(719) 775-2350 X380

Gifted &
Talented

"TECHNOLOGY TEAM" *Salida, Colorado*

PRIMARY TARGET GROUP

Gifted and Talented – High School level.
May Also Benefit: All students.

PURPOSE

The purpose of the Tech Team is to:

- Develop leadership and citizenship
- Increase knowledge and understanding of today's technology
- Make informed occupational choices
- Promote artisanship, scholarship, and safety
- Respect the dignity of work
- Provide assistance to faculty, staff, and community

DESCRIPTION AND METHODOLOGY

- The Tech Team is an after-school student association with bylaws and meeting procedures.
- Two sponsors work with students who meet regularly and operate within three sub-committees including (1) Multi-media, (2) Repair and Maintenance, and (3) Internet.
- A "Think Tank Approach" is used in which Tech Team members are given a problem or a project with limited instruction.
- Students solve the problem through research, their own creativity, and assistance from Salida School District Working Partners.

SPECIAL CONSIDERATIONS

Through effective resource mapping, funding has been provided through a variety of sources including Tech Prep, School-to-Career, Gifted and Talented, community donations, computer sales, and fund raising. Equipment purchases have included video cameras, television and VCR, laptop with a Pentium processor, projection equipment, desktop computer with a Pentium processor, Studio 400 video board, color scanner and printers, internet access, and digital camera. Software includes AutoCAD, Microsoft Office 97/Power Point, Adobe Photoshop, Netscape, HTML, Microsoft Publisher, Front Page, Publisher 97, and Studio 400 VideoEditor.

RESULTS AND EFFECTS

Tech Team members have given presentations at a Technology Conference, a Tech Prep Workshop, a Media Conference, and the Salida High School Senior Graduation Ceremony. Members have been involved in a grant writing, video-taping, broadcasting, building and maintaining computers in the district, creating brochures and web pages, and training teachers and other students. These activities have supported the program's purpose and goals.

For more information:

Judy Harris,
Theresa Gorman,
and Jeff Blondeau
Salida School District
P.O. Box 70
Salida, CO 81201
(719) 539-6145

"SAGE PROGRAM" Longmont, Colorado

Gifted & Talented

PRIMARY TARGET GROUP

Gifted & Talented students.
May Also Benefit: All students.

PURPOSE

Sage is a program designed to develop higher level thinking skills and to improve academic achievement by providing a differentiated specialized curriculum for gifted and talented elementary students, grades 1-5.

DESCRIPTION AND METHODOLOGY

- Objectives are to develop higher order and critical thinking skills.
- Regular school curriculum is extended based on a 3-fold model incorporating thinking skill development, mini-study units, and independent study.
- Activities stimulate and challenge students to think and perform at higher levels; assist in the development of critical inductive instruction in areas of information gathering, organizing, and using resource materials.
- Mini-study units, extensions of the basic curriculum, are interdisciplinary in nature, and incorporate thinking skill activities in broad topic areas.
- The third segment of the core curriculum is independent study, which allows students to extend and enrich their knowledge of interest/content areas.
- A mentorship program, utilizing content experts is an outgrowth of independent study.

SPECIAL CONSIDERATIONS

Sage develops new themes annually. There is a Sage network of adopters who share thematic units as well as curriculum adaptations made for the regular classroom. Thinking skill booklets for the regular classroom teacher are available through the program's supplemental materials component.

RESULTS AND EFFECTS

- Sage materials are adaptable to a variety of program designs.
- Guidelines are provided to schools in the program development stages.
- The Sage tri-fold curriculum has been implemented successfully in three instructional models and combinations of field-tested models (separate classroom, resource room, and consultant/teacher).
- Classroom teachers can be trained to implement Sage for gifted and talented students in the regular classroom.

For more information:

Effective Teaching
Consortium
P.O. Box 1896
Longmont, CO 80502
(303) 651-1751

"A.G.A.T.E. MENTORING" Aurora, Colorado

PRIMARY TARGET GROUP

6th-8th grade identified gifted & talented students.
May Also Benefit: Students exhibiting "at-risk" behaviors, ESL and low-achieving students.

PURPOSE

To raise achievement scores in communications and math proficiencies.

DESCRIPTION AND METHODOLOGY

When students were pre-assessed in the math and communications content standards, it was discovered that our identified gifted students did not score as well as might be expected. In order to raise assessment scores, as well as to provide an opportunity for students to work in an individual "passion" area, students academic needs and interests were identified through school assessments and student interest surveys.

- Mentors are recruited from Aurora Community College, retired teachers and professionals in various fields.
- Students meet with mentors regularly, either individually or in small groups, to work in their areas of interest at the school. For example:
    1. Students interested in writing, form a writing group with a mentor who has authored a book.
    2. Students work with a professional artist, creating sculptures and paintings.
    3. Other students work with a video production technician, creating an orientation video for the school, daily school news broadcasts, as well as the school website.
    4. Some students have the opportunity to job shadow state legislators.
    5. Other students research topics and share their findings as well as their specific needs at quarterly meetings that are facilitated by the A.G.A.T.E. provider.

SPECIAL CONSIDERATIONS

- Ongoing communication with teacher/parent about the subject and nature of the research project
- Finding a regular agreed upon time and place at the school to meet with mentor
- keeping an ongoing student learning journal with goals, desires, outcomes, and student reflections
- Knowing the legalities and parameters of taking students off school grounds by the mentor.

RESULTS AND EFFECTS

There are significantly positive effects on students' assessment scores. Score of A.G.A..T.E. students who were mentored were compared with scores of non-mentored A.G.A.T.E. students on the communications and math proficiencies. Mentored A.G.A.T.E. students showed significant academic growth in the areas of math and communications.

For more information:

Linda Johnson
Aurora Public Schools
15751 E. 1st Avenue
Aurora, CO 80011
(303) 340-0861
or
Mary Erienborn,
South Middle School
12310 E. Parkview Drive
Aurora, CO 80011
(303) 364-7623

"CITY-AS-SCHOOL (CAS)" *New York, New York*

Gifted & Talented

PRIMARY TARGET GROUP

Gifted and Talented Students.
May Also Benefit: Students grades 9-12 at-risk of dropping out of school.

PURPOSE

CAS is an alternative program that combines academic learning with "the world of work" for high school students.

DESCRIPTION AND METHODOLOGY

- This program may be used as a stand-alone or a program within a school.
- Students spend 30-40 hours per week in learning experiences utilizing the business, civic, cultural, social, or political resources of a community.
- Academic credit is granted for each learning experience successfully completed.
- A structured, student-centered workbook, the Learning Experience Activity Packet (LEAP), helps to identify and evaluate individual areas of instruction in each resource area.
- Students attend resources for either a one or two-cycle program. Each cycle is 9 weeks long and the students receive either a pass or fail grade rather than a letter or numerical grade.
- The students receive support at their community resource site in small, specialized classes.
- Weekly seminar groups are used as forums for discussion of guidance, academic, and social issues.

SPECIAL CONSIDERATIONS

Staff training for the program costs between $3,000-$3,500, depending on the number of people being trained (up to 10). The fee is all-inclusive (travel, lodging, trainer, and materials). Training consists of three days of inservice sessions in curriculum development. All forms used to develop resources, publicity reports, pamphlets, catalogs, recruitment posters, and administrative materials are included.

RESULTS AND EFFECTS

Schools using the program report improvement in attendance, increase in course completion rates of students, and better attitudes toward schooling, and career opportunities.

For more information:

William Weinstein
City-As-School
16 Clarkson Street
New York, NY 10014
(212) 645-6121 or
(212) 691-7801

BEST COPY AVAILABLE

Gifted &
Talented

"CAREER AWARENESS" Independence, Kentucky

PRIMARY TARGET GROUP

Gifted & Talented
May Also Benefit: All students

PURPOSE

To allow for the inclusion of all student groups within the school for exploration of careers through a variety of career awareness opportunities.

DESCRIPTION AND METHODOLOGY

- Integrated career awareness curriculum within freshman English courses. Freshmen are introduced to a variety of career opportunities. For example:
- Freshmen spend a week in the computer-assisted design (CAD) lab learning how to use the program and about industries using CAD.
- Students write a paper on their experiences and career portfolios are started in their classes.
- Students select either a Tech Prep or College Prep course of study at the end of their 1st year.
- Through integrated curriculum, student's business and industry skills include teamwork, problem-solving, and communication skills.
- Job specific skills are displayed on posters in every classroom.

SPECIAL CONSIDERATIONS

A number of educators participate annually in job shadowing experiences, and develop a list of business and industry specific job skills that are integrated into every student's curriculum.

RESULTS AND EFFECTS

The integrated English course was so successful, it expanded from one class to all freshmen English classes. More teachers have volunteered to participate in a teacher shadowing program each year. The school has also expanded their co-op program and started a workplace readiness class for juniors and seniors who want to participate in the co-op program.

For more information:
Carissa Schutzmann
Simon Kenton
High School
11132 Madison Pike
Independence, KY 41051
(606) 356-3541

"NEW HORIZONS SCHOOL" *Sherwood Park, Alberta Canada*

Gifted & Talented

PRIMARY TARGET GROUP

Gifted and Talented Grades 1-9
May Also Benefit: All Students

PURPOSE

New Horizons School is a charter school run by the Education For the Gifted Society under the approval of Elk Island Public Schools. The purpose of the School is to meet the academic needs of gifted children and to provide social and emotional support. The school recognizes the special learning needs of gifted children. The school provides opportunities for these students to be challenged, to think alternatively, and to pursue learning according to their own learning style.

DESCRIPTION AND METHODOLOGY

- The School program challenges gifted students through longer classes, major projects, contract work, pre- and post-testing for mastery and curriculum compacting.
- Student strengths and interests are addressed individually through acceleration, enrichment and a mentorship program.
- Through an academically challenging curriculum, students develop a strong work ethic; complex thinking skills; decision making skills; creative risk-taking abilities cognitively, socially and emotionally; personal responsibility; recognition and acceptance for personal capabilities; interests and needs; and strong interpersonal skills.
- Students are able to pursue their own interests through alternative programming.

SPECIAL CONSIDERATIONS

Horizons School was developed to provide gifted education in a congregated setting and operates as a charter school.

RESULTS AND EFFECTS

This School understands the unique needs of gifted students and addresses these needs through a variety and challenging curriculum.

For more information:

New Horizons School
1604 Sherwood Drive,
#103
Sherwood Park,
Alberta Canada T8A OZ2
(403) 467-6409

IV. Native American

From the United States Department of Education . . .

(a) Purpose — It is the purpose of this part to support the efforts of local educational agencies, Indian tribes and organizations, post-secondary institutions, and other entities to meet the special educational and culturally related academic needs of American Indians and Alaska Natives, so that such students can achieve to the same challenging State performance standards expected of all students.

(b) Programs — This part carries out the purpose described in subsection (a) by authorizing programs of direct assistance for:
- (1) meeting the special educational and culturally related academic needs of American Indians and Alaska Natives;
- (2) the education of Indian children and adults;
- (3) the training of Indian persons as educators and counselors, and in other professions serving Indian people; and
- (4) research, evaluation, data collection, and technical assistance.

(4) Indian — The term 'Indian' means an individual who is —
- (A) a member of an Indian tribe or band, as membership is defined by the tribe or band, including —
  - (i) any tribe or band terminated since 1940; and
  - (ii) any tribe or band recognized by the State in which the tribe or band resides;
- (B) a descendant, in the first or second degree, of an individual described in subparagraph (A);
- (C) considered by the Secretary of the Interior to be an Indian for any purpose; d10
- (D) an Eskimo, Aleut, or other Alaska Native; or
- (E) a member of an organized Indian group that received a grant under the Indian Education Act of 1988 as it was in effect the day preceding the date of enactment of the Act entitled the 'Improving America's Schools Act of 1994.'

(1) The term 'Native Hawaiian' means any individual who is —
- (A) a citizen of the United States; and
- (B) a descendant of the aboriginal people, who prior to 1778, occupied and exercised sovereignty in the area that now comprises the State of Hawaii, as evidenced by —
  - (i) genealogical records;
  - (ii) Kupuna (elders) or Kama`aina (long-term community residents) verification; or
  - (iii) certified birth records.

1. (1) the term 'Alaska Native' has the same meaning as the term 'Native' has in section 3(b) of the Alaska Native Claims Settlement Act.

Whatever befalls the earth, befalls the sons of the earth."

~ Letter of Chief Seathl (Seattle), 1854

IV. Native American

	Models ◆ Practices ◆ Strategies Program / Organization	◆ Model Characteristics							
		Program Type			Setting			Student Population	Page #
		School	Community	Agency/ Organization	Rural	Urban	Suburban		
Colorado	◆ Southwest Open High School, Cortez, Colorado	✓			✓			High School	54
	◆ Educational Excellence Ignacio, Colorado	✓			✓			K – 16	55
	◆ Human Rights Program Denver, Colorado		✓		✓	✓		16 – Adult	56
National	◆ Alamo Navajo Community School, Magdalena, New Mexico	✓			✓			K – 12	57
	◆ Project Employ Richmond, Virginia	✓		✓	✓	✓		High School	58
International	◆ Indigenous Education Network Toronto, Ontario Canada	✓	✓		✓	✓	✓	Higher Education	59

Native American

"SOUTHWEST OPEN HIGH SCHOOL" Cortez, Colorado

PRIMARY TARGET GROUP

Out-of-School Youth
May Also Benefit: Teen parents, disadvantaged youth, and Native American students.

PURPOSE

Southwest Open High School is working toward teaching technology skill development through the Pueblo Community College TechCenter in Cortez, Colorado.

DESCRIPTION AND METHODOLOGY

- The program uses two different programs, a Day School where students go through a rotating class schedule and a "Safety Net" program where students are allowed to work at home, the library or other places in the community.
- As a Service Learning aspect of the program, the students use the community as the classroom.
- The program includes a wilderness program where students can participate in backpacking excursions, archeological digs, and other outdoor activities.
- Students are a major component of the day-to-day operations of the school.
- There is a weekly meeting for all students to discuss where the school is headed, and a mandatory community class where the students learn leadership skills and how to participate in the community.
- There is an infant daycare program for teen parents.
- The school is a diploma program with an emphasis on interdisciplinary studies.

SPECIAL CONSIDERATIONS

The program is funded through the local Board of Cooperative Education Services (BOCES), but is trying to attain Charter School status.

RESULTS AND EFFECTS

Approximately 15 to 20 students each year graduate from the Open High School, and attend college, enlist in the military, or gain employment.

For more information:

Jean Lovelace
Southwest Open
High School
401 North Dolores Road
Cortez, CO 81321
(970) 565-1150

"EDUCATIONAL EXCELLENCE" Ignacio, Colorado

Native American

PRIMARY TARGET GROUP

Native American students.
May Also Benefit: Gifted and talented students and students who want to work to capacity.

PURPOSE

The program is designed to include students from K-16 to help them become aware of career and development options.

DESCRIPTION AND METHODOLOGY

- At the elementary level there are career-related field trips and an annual "Career Poster Contest."
- The intermediate school hosts a small career fair once-a-month to encourage career awareness before students move onto high school.
- At the high school level Educational Excellence sets up paid internships in the community for students and focuses academic coursework toward gaining relevant career skills.
- A fifth year option is offered to students so that they can obtain college credit in their familiar high school environment. These dual-credit classes provide training as a computer technician and for a Certified Nurses Assistant (CNA) Degree.

SPECIAL CONSIDERATIONS

The program is funded by the Southern Ute Tribe.

RESULTS AND EFFECTS

Students are gaining career-related knowledge and experience.

For more information:

Lee Briggs
Southern Ute
Education Center
Ignacio, CO 81137
(970) 563-6235

Native
American

"HUMAN RIGHTS PROGRAM" Denver, Colorado

PRIMARY TARGET GROUP

Native and Non-Native Peoples
May Also Benefit: Immigrant and indigenous constituencies

PURPOSE

The project develops and disseminates educational materials regarding indigenous peoples' on-going struggles for self-determination.

DESCRIPTION AND METHODOLOGY

The Human Rights Program/Indigenous Peoples' Rights Project works toward the international recognition and respect of indigenous peoples' fundamental rights, and the creation of relationships of harmony between native and non-native peoples.

- Currently, a curriculum for faith communities, a video about self-determination, and pamphlets regarding Chiapas and other native peoples' struggles are being developed.
- The project provides technical assistance to indigenous organizations and technical support workshops focusing on fundraising.
- Organizing of non-native peoples, and advocacy with state governments continues in relation to the Draft Declaration on the Rights of Indigenous Peoples.

SPECIAL CONSIDERATIONS

The Human Rights Program aims to promote the dignity and well-being of native immigrants, and non-native peoples in Colorado; and to help eliminate the fear, racism, xenophobia, and misunderstanding impacting legislation, media images, and relations between native people, immigrants, and established residents in Colorado.

RESULTS AND EFFECTS

Since the Human Rights Program succeeded the International Affairs Project in 1999, results and effects will be considered within the year 2000.

For more information:
Larry Leaman-Miner
Program Coordinator
Human Rights Program
901 West 14th Avenue,
Suite 7
Denver, CO 80204
(303) 623-3464

"SCHOOL-TO-WORK PROGRAM" *Magdalena, New Mexico*

Native American

PRIMARY TARGET GROUP

Native American students.
May Also Benefit: Students in rural settings. All students.

PURPOSE

To involve all students in School-to-Work activities, helping to keep them engaged in school.

DESCRIPTION AND METHODOLOGY

- All students in the school participate in School-to-Work activities.
- Grades K-5 activities include career awareness activities in the classroom, field trips to local organizations like the rural health clinic, local/tribal government organizations, and an annual career fair.
- In grades 6-8, students complete an interest inventory and develop a four-year career preparation plan. They then rotate through various electives related to their career pathways.
- In grades 9-12, all students participate in school-based enterprises, summer youth programs through the Job Training Partnership Act (JTPA), and paid after-school service projects.
- First semester seniors must take a Life Communication class, which deals with job readiness, placement skills, interviewing skills, and general life skills.
- Seniors are also placed in paid work-based situations in surrounding communities four days per week. The experiences are integrated into classroom activities and/or concurrent classes at the post-secondary level.

SPECIAL CONSIDERATIONS

High education retention rates, and community engagement.

RESULTS AND EFFECTS

Of 80 students that have graduated from the program, 65% are employed full-time or are in post-secondary learning situations. This is up from an average of between 5% and 10% four years ago. This is in one of the highest unemployment and poverty regions in the nation.

For more information:

Gail Campbell
Alamo Navajo
Community School
P.O. Box 907
Magdalena, NM 87825
(505) 854-2635

Native American

"PROJECT EMPLOY" Richmond, Virginia

PRIMARY TARGET GROUP

Students with disabilities; minority youth from urban centers and rural areas; and Native American reservations.
May Also Benefit: Students and dropouts who are current and potential recipients of Social Security disability benefits.

PURPOSE

To develop effective, ongoing, and transferable strategies for identifying and assisting eligible individuals who have dropped out of school or are at-risk of dropping out in an effort to improve the quality of their communities and lives through creative use of Social Security Administration (SSA) disability benefits.

DESCRIPTION AND METHODOLOGY

- Uses "benefits coaching" methods to identify at-risk students and dropouts who are current or potential recipients of Social Security Administration disability benefits.
- Helps students gain access to SSA work incentive (WI) funds – money the recipients can use or set aside to purchase job sampling and assessment services, and post-secondary training.
- Utilizes existing funds as part of the project's efforts to promote partnerships among schools, community-based employment support organizations, employers, students, and their families.
- The potential availability of SSA WI funds – the spending of which is controlled by the benefit recipients themselves – should motivate school systems to redesign their vocational programs to better serve the individual needs of all students with disabilities; and special populations.
- Project staff uses multiple learning techniques to provide students with personalized learning opportunities in conflict resolution, workplace skills, and entrepreneurial skills to enhance the likelihood of youth gaining employment, starting a business, or returning to (or staying in) school.

SPECIAL CONSIDERATIONS

Creative use of Social Security Administration Pass Plans, and the redefinition of vocational programs to meet the needs of special populations.

RESULTS AND EFFECTS

Participants gain increased availability of employment support resources; greater acquisition of meaningful employment; and reduced dependence on public funds.

For more information:

Mark Hill
Project Director
Employment Support
Institute School of
Business
Virginia Commonwealth
University
P.O. Box 844000
Richmond VA 23284
(804) 828-1992

"THE INDIGENOUS EDUCATION NETWORK" *Toronto, Ontario Canada*

PRIMARY TARGET GROUP

Aboriginal students.
May Also Benefit: Non-Aboriginal individuals/students.

PURPOSE

The IEN is a self-determining organization founded in 1989 by Aboriginal students within the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT) to provide an Aboriginal presence and a forum for discussion on issues relating to Aboriginal education and research.

DESCRIPTION AND METHODOLOGY

The IEN supports Aboriginal students and their study interests in education at OISE/UT; promotes Aboriginal education; advances research on Aboriginal education in relation to education; and, supports the development of aboriginal curriculum at all levels.

- Maintenance of a computer listserve to extend discussions of IEN topics, and maintenance of Internet Homepage with links to relevant sites.
- Lobbying, conference/symposiums, workshops and Aboriginal community events.
- Collaboration with other groups related to Aboriginal education and issues, e.g., the Transformative Learning Centre and the Anti-Racist Network at OISE/UT.
- Representing IEN on the advisory council of First Nations' House at the University of Toronto.
- Providing student information, organizing events, publishing information and raising the profile of Aboriginal students and scholars in the field of education.

SPECIAL CONSIDERATIONS

Course offerings in Aboriginal education and the continuing promotion of Aboriginal scholarships.

RESULTS AND EFFECTS

Impact on quality of life for indigenous peoples of Canada. Also, included is an ongoing evaluation of the IEN Network results and effects regarding its inclusion in education and community life.

Native American

For more information:

The Indigenous
Education Network
252 Bloor Street West
Room 7-191, 7th Floor
Toronto, Ontario
Canada M5S IV6
(416) 923-6641,
Ext. 2286

V. Gender Equity

The Carl Perkins Vocational Education Act states:
"Gender equity is the concept that both males and females should equally access all educational opportunities and be able to choose any career."

Gender equity is designed to eliminate the stereotype that says that there are appropriate careers and learning for males that may differ from those for females. Traditionally, women are still over-represented in low-paying jobs and earn less than men. Gender equity activities assist females in developing talents and skills in those areas that have been conventionally geared towards males. These areas include math and science and occupations were there is a majority of men. The goal of high-wage, high-skill occupations addressed in the School-to-Work Opportunities Act, can only be realized if ALL students, regardless of gender have equal opportunities to gain the necessary skills for these careers. A focus on gender equity provides girls and young women with a chance to realize a higher standard of life through non-gender bias education and career development.

(School-to-Work Opportunities Act, 1994)

"One's personal lifestyle is of profound and overriding importance in determining one's chances for a full and complete life."

– John Seffrin

V. Gender Equity

Models ◆ Practices ◆ Strategies	Program / Organization	◆ Model Characteristics							
		Program Type			Setting			Student Population	Page #
		School	Community	Agency / Organization	Rural	Urban	Suburban		
Colorado	◆ Boulder Valley Teens Boulder, Colorado	✓				✓	✓	Middle & High School	62
	◆ Girls-in-the-Middle Conference, La Junta, CO	✓	✓		✓			Middle School	63
	◆ Nontraditional Careers Workshop, Westminster, CO	✓				✓	✓	Middle & High School	64
	◆ Young Entrepreneurs Assoc. Colorado Springs, Colorado	✓	✓			✓	✓	High School	65
National	◆ Mom -Team Educational Advantage, Ogallala, Nebraska	✓			✓	✓		High School	66
	◆ Learning & Earning Las Vegas, Nevada	✓				✓		High School	67
International	◆ Women of the Gobi Desert Mongolia UNESCO, Paris, France			✓	✓			Adult Education	68

"BOULDER VALLEY TEEN PARENTING PROGRAM" Boulder, Colorado

PRIMARY TARGET GROUP

Teen Mothers.
May Also Benefit: All Students

PURPOSE

In its nineteenth year of operation, the program is a nationally recognized, exemplary program for meeting both the educational and vocational needs of pregnant or parenting adolescents.

DESCRIPTION AND METHODOLOGY

The program is based at Fairview High School in Boulder, Colorado and is fully integrated into the secondary school environment.

- Upon enrolling in the program, the program coordinator and a school counselor conduct a personal interview with each teen parent to identify educational goals. An individual education plan (IEP) is designed for each participant.
- The Living On Your Own and Child Development/ Parenting programs are required for all students enrolled in Teen Parenting. The program also provides for individualized instruction in pre-employment training and basic skills.
- The program identifies each individual as being unique and special. Emphasis is placed on building self-esteem, teaching responsibility, and developing coping skills.
- The program also tries to help fathers in contacting vocational and job training opportunities.
- The program is open to teen parents until they graduate from high school or reach twenty-one years of age.
- While enrolled, the teen parent may receive such services as childcare, peer counseling support and resources or support services from the community.
- There also is a cooperative learning component. Teen Parents, along with their infants and toddlers, visit each school district's junior high and high school health and home economic classes to talk with other teens about the responsibilities of being a teen parent. The talks focus on pregnancy prevention and promoting responsible and safe sexual behavior.

For more information:
Boulder Valley Teen
Parenting Program
Fairview High School
1515 Greenbriar
Boulder, CO 80303
(303) 499-7600

SPECIAL CONSIDERATIONS

The program has a large operating budget. It operates on a number of grants, cash, and non-cash donations.

RESULTS AND EFFECTS

The program is described as "very successful" in providing educational and career training opportunities for adolescent parents.

BEST COPY AVAILABLE

"GIRLS IN THE MIDDLE CONFERENCE" *La Junta, Colorado*

Gender Equity

PRIMARY TARGET GROUP

Gender Equity.

PURPOSE

To expose middle school girls to non-traditional careers in math, science, and technology and encourage women to enroll in math and science courses.

DESCRIPTION AND METHODOLOGY

- A planning committee made up of local businesswomen and representatives from Otero Junior College and School-to-Career begins working four months in advance of the conference.
- The planning committee contacts professional women in career fields that use math, science, and technology in their jobs.
- Presenters are asked to make presentations that included hands-on, activities that are examples of what their job entails.
- Information packets and flyers are sent to middle school counselors in Southeastern Colorado.
- In the workshops, the girls have the opportunity to experience different aspects of each career and ask questions.
- There is an opening and closing session where motivational speakers encourage the girls to stay in school and take advantage of opportunities and career options.

SPECIAL CONSIDERATIONS

Because of the significant Hispanic population in this area, attempts were made to include an ample number of Hispanic professionals as speakers and presenters.

RESULTS AND EFFECTS

A total of 115 middle school girls from 12 different school districts attended the first conference. The experience was very positive. The girls learned new things, met new people, gained an understanding of non-traditional careers for women, and had a chance to think about their future and what they could be doing right now to influence their choices. It was a great opportunity for the local professionals to share knowledge and to spend time with the youth in the community. People requested that we host the conference each year and volunteered to help with planning and preparations.

For more information:

Julie Sumpter
Regional Coordinator,
Region 4
School-to-Career
Resource Center
1802 Colorado Avenue
La Junta, CO 81050
(719) 384-6835

Gender Equity

"NONTRADITIONAL CAREERS WORKSHOPS" Westminster, Colorado

PRIMARY TARGET GROUP

Gender Equity.
May Also Benefit: Teen mothers, out-of-school youth, and minority students.

PURPOSE

The "Nontraditional Careers Workshop" is a biannual meeting which allows high school students in the district's alternative schools to explore different career options and prepare for their futures after high school. Workshops also are conducted for middle school students, which focus on staying in school.

DESCRIPTION AND METHODOLOGY

- Students complete a "What's My Lifestyle" survey to explore what their goals are for the future, and how much income it will take to achieve their goals.
- Afterwards, they learn about budgets and find out how much income they will need to make to achieve their goals.
- College coordinators come to talk about their academic careers after high school.
- Students participate in workshops to learn how to retain a job.
- Those students who do not have specific career goals, can take interest inventories to learn about specific professions.
- Teen mothers who cannot afford daycare are given the opportunity to learn about home-based businesses.
- Students have a luncheon with female business leaders, allowing them the opportunity to experience a mock "business luncheon."
- Male students also attend the financial seminars, but are paired off in the afternoon to have a "Straight Talk" session with male counselors where questions can be asked anonymously about issues they might not want to talk about with their friends and families.

SPECIAL CONSIDERATIONS

District funded.

RESULTS AND EFFECTS

Evaluations are taken after each workshop, 97% of the students said they enjoyed the workshop. Comments included that the Workshop needed to be longer and that there should be more time for questions. Both of these concerns have been addressed.

For more information:
Lynne Holden
School-to-Career
Coordinator
Adams School District 50
7300 Lowell Blvd.
Westminster, CO 80030
(303) 428-2600
ext. 5281

"YOUNG ENTREPRENEURS ASSOCIATION (YEA!)" Colorado Springs, CO

Gender Equity

PRIMARY TARGET GROUP

Youth between the ages of 15-19 from both alternative and traditional high schools through two programs:
The Young Women of the West (YWOW) and Young Men of the West (YMOW)
May Also Benefit: Expelled Youth, Home-Schooled Youth, and Welfare-to-Work participants.

PURPOSE

Training and mentoring for youth through an entrepreneurial asset-building model.

DESCRIPTION AND METHODOLOGY

- The YWOW/YMOW program experience is spread over one school year, combining participating local school districts, and is divided into two phases: training and mentoring. Five training sessions span the fall semester including self esteem, leadership, positive risk-taking, economics/ money management, and marketing, with communications woven throughout the sessions.
- Young people completing at least 4 of the 5 training sessions apply for the mentoring phase through an application and project process. Individual participants will be matched with a business owner or executive in a field of the intern's choice. The mentorships will consist of between 30-60 hours of one-on-one time, negotiated between the mentor and student, and will occur during the spring semester. Student interns are expected to work, complete time cards, maintain a journal about their experiences, and exhibit appropriate work ethics. Student interns may compete for scholarships based upon successful completion of the mentorship phase.
- Training sessions are offsite and are full or half day modules, with business owners or executives serving as volunteers and providing information and facilitation. Mentor training is provided.

SPECIAL CONSIDERATIONS

Mentorships occur during February through April and are celebrated with an end-of-program event in late April. Parents, school personnel, mentors and other community volunteers are on hand to celebrate with student interns.

RESULTS AND EFFECTS

The programs proposed outcomes are to increase student achievement, decrease the dropout rate, and increase the number of internal assets for participating youth including, their ability for planning and decision-making and a stronger sense of purpose.

For more information:

Jamie Allen
Young Entrepreneurs
Association (YEA)
P.O. Box 50621
Colorado Springs,
CO 80918
(719) 260-9955

"MOM-TEAM EDUCATIONAL ADVANTAGE MODULE" *Ogallala, Nebraska*

PRIMARY TARGET GROUP

Out-of-school mothers/Gender Equity
May Also Benefit: Teen mothers at-risk of dropping out of school.

PURPOSE

To help teen mothers receive their high school diploma, gain work-based skills and training with the major focus being on self-esteem, independence, financial survival, and employment skills.

DESCRIPTION AND METHODOLOGY

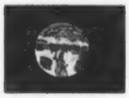
- School-to-Work staff facilitate the support group sessions, and local volunteers provide childcare.
- Sessions are two hours a week for a twelve week period. Presentations on coping skills, self-esteem builders, parenting skills, and image-enhancement are taught by a Wellness Team from Ogallala Community Hospital and other nearby health facilities.
- Other classes include classroom-based and work-based learning experiences such as: how to seek and hold employment; how to pursue a GED or diploma; and job shadowing opportunities.
- There also is an opportunity for teen mothers to participate in job shadowing, on-site work experiences, and/or to enroll in community college courses.
- Moms can continue in the program for a second 12-week session if they choose, focusing on building employment skills.

SPECIAL CONSIDERATIONS

Currently operational in 9 school districts statewide. Community Hospital "Wellness Team" takes an interdisciplinary approach.

RESULTS AND EFFECTS

Most participants have gone on to graduate or get their GED. Many have attained and maintained employment.



For more information:
Shari Schlichtemeier
McConaughy School-to-Work System
204 East A, Box 246
Ogallala, NB 69153
(308) 284-8195

"LEARNING & EARNING PROGRAM" North Las Vegas, Nevada

Gender

Equity

PRIMARY TARGET GROUP

Gender Equity. All students at-risk of dropping out of school.
May Also Benefit: All students.

PURPOSE

A cooperative effort between school districts and the State of Nevada Employment Security Division of Employment, Training, and Rehabilitation to create a direct intervention program aimed at juniors and seniors at-risk of not completing high school.

DESCRIPTION AND METHODOLOGY

- Students are referred by counselors, in accordance with guidelines which include 11th or 12th grade standing, credit deficiencies placing students at-risk of not graduating, poor academic performance, or other circumstances which place the student at-risk of not graduating with their peers.
- Low achieving students are provided opportunities to improve their academic status through counseling, study time, mentoring, employability and skills training.
- The students earn a wage through employment opportunities.
- Students receive guidance and counseling activities relating to self-esteem and their individual credit accumulation.
- Students gain work-based experience through job placement matched to interests.
- Every student is assigned a mentor who supervises and advises the student through the work experience.
- Students are paid $6.00 per hour for a 10-hour week, including two hours of study time.

SPECIAL CONSIDERATIONS

Strong emphasis on mentorships, partnerships between state systems and school districts.

RESULTS AND EFFECTS

Eighty-five percent of the students participating have demonstrated a marked improvement in school grades and attendance since their involvement in the Learning and Earning Program.

For more information:

Cipriano Chavez
Community College of
Southern Nevada
3200 E. Cheyenne Ave.
North Las Vegas,
NV 89030
(702) 240-4566

Gender
Equity

"THE GOBI WOMEN'S PROJECT" Mongolia

PRIMARY TARGET GROUP

Nomadic women living in the Gobi Desert.
May Also Benefit: Other nomadic or migrant populations or isolated rural communities.

PURPOSE

To provide non-formal distance education to nomadic women to foster self-sufficiency and self-determinating.

DESCRIPTION AND METHODOLOGY

The Gobi Women's Project was put in place by UNESCO and DANIDA, a Danish aid agency after the collapse of a social service system which used to provide for nomads' basic needs through cooperatives.

- Through a series of weekly radio programs and booklets, participants receive useful instruction on health, commercial skills, family planning, traditional crafts and environmental issues.
- Four radio stations were re-equipped for this Project. Three weekly series were produced to reinforce the information contained in the educational booklets.
- Eighty percent of the women have at least four years of primary schooling.
- Since nomads move bi-annually, based on the animals grazing rate, a system of coordinating committees are established. These communities are composed of education, medical personnel and others. These committees link the teacher trainers with a Corp of visiting teachers.

SPECIAL CONSIDERATIONS

Customs and cultural norms must be understood and respected.

RESULTS AND EFFECTS

Fifteen thousand women were served by this Program initially and there are plans to extend this effort. Women are using the skills learned to become self-sufficient. They are able to make clothes for their families and understand the concept of "income saving" instead of "income gathering." The greatest issue is finding time for these activities. The next step is to address the drop-out issue of children because they stay home to help with work. The Project will begin to offer "family-based" education.

For more information:
Marc Gilmer
or Svein Osttveit
Global Action Programme
on Education for All,
UNESCO
7 Place de Fontenoy, Paris
07SP, France
(33) 145681002
or (33) 145681524

VI. Youth with Disabilities

The Individual with Disabilities Education Act (IDEA) states:

§300.7 Child with a disability

(a) General.

(1) As used in this part, the term child with a disability means a child evaluated in accordance with §§300.530-300.536 as having mental retardation, a hearing impairment including deafness, a speech or language impairment, a visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), an orthopedic impairment, autism, traumatic brain injury, an other health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

(2)

(i) Subject to paragraph (a)(2)(ii) of this section, if it is determined, through an appropriate evaluation under §§300.530-300.536, that a child has one of the disabilities identified in paragraph (a)(1) of this section, but only needs a related service and not special education, the child is not a child with a disability under this part.

(ii) If, consistent with §300.26(a)(2), the related service required by the child is considered special education rather than a related service under State standards, the child would be determined to be a child with a disability under paragraph (a)(1) of this section.

(b) Children aged 3 through 9 experiencing developmental delays. The term child with a disability for children aged 3 through 9 may, at the discretion of the State and LEA and in accordance with §300.313, include a child—

(1) Who is experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and

(2) Who, by reason thereof, needs special education and related services.

"The truth is, the health of our children is not just an issue of their health today, but of their overall well-being far into the future."

~ KidsCount in Colorado! 1998

VI. Youth with Disabilities

Models ◆ Practices ◆ Strategies		◆ Model Characteristics							
		Program Type			Setting				
	Program / Organization	School	Community	Agency / Organization	Rural	Urban	Suburban	Student Population	Page #
Colorado	◆ Breckenridge Outdoor Education Center, Breckenridge, Colorado			✓	✓	✓	✓	Middle & High School	71
	◆ Life Skills Math Class Salida, Colorado	✓			✓			Middle School	72
	◆ Goodwill Industries, School-to-Work, Denver, Colorado			✓		✓		Middle & High School	73
	◆ BETA 2000 Boulder, Colorado	✓			✓	✓	✓	High School	74
National	◆ Project LEAP (Learn, Earn & Prosper), University, Mississippi	✓			✓	✓		High School	75
	◆ Connecting Activities Program, Parkridge, Illinois	✓				✓	✓	High School	76
International	◆ Lights! Camera! Literacy! The Youth Media and Communications Course Melbourne, Australia	✓				✓		Adult Education	77

"BRECKENRIDGE OUTDOOR EDUCATION CENTER (BOEC)" Breckenridge, CO

PRIMARY TARGET GROUP

Youth ages 8 and above including regular and special education students, at-risk populations, brain injury, cancer, epilepsy, and other special needs. Youths with and without disabilities; adult working teams; professional groups; teachers/educators, non-profit organization groups; adults with disabilities, rehabilitation groups, and agencies serving people with physical or mental disabilities.

May Also Benefit: All youth and adult populations.

PURPOSE

Founded in 1976, the purpose of the Breckenridge Outdoor Education Center is to provide inspiration and motivation for people, regardless of their abilities, to overcome limitations and develop skills to realize their maximum potential in a compassionate, challenging and beautiful outdoor environment.

DESCRIPTION AND METHODOLOGY

- The BOEC is a team of compassionate and dedicated people who provide highly personalized, goal-oriented outdoor experiences.
- The center welcomes people with and without disabilities to learn experientially through interactive outdoor activities, fun and adventure.
- A variety of river and land-based course areas in Colorado and Utah, including the Breckenridge, Colorado campus, are the BOEC's classrooms.
- Healthy outdoor activities, personal challenge, and skill development are the means to building self esteem, confidence, interactive skills, and leadership abilities.

SPECIAL CONSIDERATIONS

Scheduling and needs assessment for BOEC programs happens from one month to one year in advance of programs. For example, a one-day team program needs much less planning time than a multi-day river trip. Scheduling and contracting details are generally handled by phone, e-mail and fax, and the BOEC staff frequently visits schools and agencies in Colorado.

RESULTS AND EFFECTS

The BOEC has initiated and participated in a variety of studies of the effects of its programs over its 22 year history. Most recently the BOEC has measured its programs effects on the self esteem of participants. The Center received a US Department of Education, Department of Rehabilitative Services grant to integrate and work with high school students with and without disabilities. Pre and post course measures showed a significant increase in students self-image and self-esteem.

For more information:

Breckenridge Outdoor
Education Center
Box 697
Breckenridge, CO 80424
(970) 453-6422

Youth
With
Disabilities

"LIFE SKILLS MATH CLASS" Salida, Colorado

PRIMARY TARGET GROUP

Youth with Disabilities.
May Also Benefit: Potential Dropouts.

PURPOSE

The Life Skills Math Class was developed as an individually paced, standards-based class that included relevant learning through a career pathway focus.

DESCRIPTION AND METHODOLOGY

- Learning for students in the Life Skills Math Class is facilitated through a team approach including a special education teacher and others representing the regular education math department.
- Students identify a career interest and then work to master standards-based math topics with work associated with the career pathway chosen.
- A variety of modalities in learning are addressed and students work at an individual pace.

SPECIAL CONSIDERATIONS

When teachers developed the program, materials were created for each of six career pathways. Funding was provided through the district plan and resource mapping. An important concept of the program has been the teaming of the special education department and the math department as a united effort to assure that ALL Salida High School students meet or exceed standards.

RESULTS AND EFFECTS

Students see direct use of math skills required. The students are able to work at their own pace, therefore the stress and typical feeling of failure that many of these students have felt in the past are minimized. Students are willing to master their assignments instead of just giving up. Through the School-to-Career link, students are able to see how their efforts will be useful to them.

For more information:
Judy Harris,
Bob Thorgesen
or Cheryl Pearce-Trujillo
Salida School District
P.O. Box 70
Salida, CO 81201
(719) 539-6145

"SCHOOL-TO-WORK, GOODWILL INDUSTRIES" Denver, CO

Youth
With
Disabilities

PRIMARY TARGET GROUP

Students with Disabilities.
May Also Benefit: All students.

PURPOSE

To provide employment training and education opportunities for students at-risk or with disabilities to gain skills to enhance their lives.

DESCRIPTION AND METHODOLOGY

- Goodwill works with school administrators to teach and facilitate classes.
- Designed with both classroom-based and community-based components.
- School-based aspects include state licensed classroom facilitators, providing vocational assessment and job skills training. Additional skills crucial to success in the workplace, such as goal setting, development of interpersonal relationships, money management, leisure and recreational options, and how to access advocacy, legal, and medical services are integrated in the curriculum.
- In the community-based aspect, employers and mentors are brought into the classroom to discuss job and career options, develop job leads, stage mock interviews, create job site visits and shadowing opportunities, and provide encouragement and guidance to students.
- Students are paired with mentors from local industries as a connecting activity.
- Emphasis is placed on student success in finding a job niche and career exploration.

SPECIAL CONSIDERATIONS

The program staff consists of one full-time manager, four part-time facilitators, and one full-time volunteer coordinator.

RESULTS AND EFFECTS

The Goodwill Industries program has grown from serving 15 students in two schools to include 13 schools and almost 1,300 students.

For more information:
Kristi Esbenshade
School-to-Work
Goodwill Industries
6850 N. Federal Blvd.
Denver, CO 80221
(303) 650-7735

Youth
With
Disabilities

"BETA 2000" Boulder, Colorado

PRIMARY TARGET GROUP

Youth with Disabilities interested in being permanently employed.
May Also Benefit: Other At-Risk Youth.

PURPOSE

BETA is an 18-week training course for youth with disabilities designed to respond to matching the needs of industry and student interests and abilities. This program forms partnerships with businesses looking for permanent employees with technical skills. The goal of BETA is to respond to employer needs and assist youth with disabilities become self-sufficient.

DESCRIPTION AND METHODOLOGY:

- Partnerships are established with employers looking for employees to perform specific targeted jobs. The employer participants are recruited based on their workforce needs and the opportunities for participating youth to gain permanent employment and opportunity for advancement and further training.
- The first nine weeks students learn work habits and technical skills identified by the partnership employer. This course is designed and taught by both vocational education teachers and company trainers.
- The second nine weeks students spend time on-the-job at their respective partnership employment sites.
- If the BETA student shows the competencies and skills required by the employer, he/she is hired into an entry-level position that will lead to economic independence.

SPECIAL CONSIDERATIONS

Partnership companies supply extensive support including training, equipment, and materials. Students are only placed on jobs with a future that will lead to self-sufficiency.

RESULTS AND EFFECTS

BETA has a successful track record of placing youth with disabilities in meaningful employment. This Program has been recognized nationally for it's innovation and success.

For more information:

Boulder Valley Schools
6600 Arapahoe Road
Boulder, CO 80302
(303) 447-5257

"PROJECT LEAP–LEARN, EARN & PROSPER" University, Mississippi

Youth
With
Disabilities

PRIMARY TARGET GROUP

Young adults who have dropped out of school due to learning disability problems especially reading.
May Also Benefit: Individuals who have not achieved literacy.

PURPOSE

The goal of this Program is to take low or non-readers to a level of functional literacy (8.9 or higher) so they can pass the GED.

DESCRIPTION AND METHODOLOGY

- LEAP is an adult education initiative by the Mississippi Department of Human Services produced by the University of Mississippi. It is the first 20 hour per week, statewide literacy program for welfare recipients.
- This Program uses one-way video and two-way audio distance learning broadcasts from the University of Mississippi. These broadcasts are viewed at various learning centers around the state.
- The programs are used to teach basic reading curriculum and other academic skills in preparation for the GED. It is an open-entry open-exit curriculum and the satellite service is designed to serve diverse learners. The curriculum consists of Beginning and Intermediate Language Arts, Intermediate Math, GED Preparation and Information "You Can Use".
- Each student follows an Individual Educational Plan (IEP) which is developed by each school site that receives the broadcasts.
- Coping skills, career and job skills are taught by Program instructors. Local employers come on-site and discuss the connection between school and job success.

SPECIAL CONSIDERATIONS

The use of distance learning and schools that can provide direct support to students, contribute to the success of the program.

RESULTS AND EFFECTS

Participants give this Program high marks for ease of learning and practicality. Small group learning, journalizing, peer tutoring and group discussions are used to personalize the learning experience.

For more information:
Ed Meek, Director
Dept. of Resource
Development
University of Mississippi
University, MS 38677
(601) 232-7238

Youth
With
Disabilities

"CONNECTING ACTIVITIES PROGRAM" Parkridge, Illinois

PRIMARY TARGET GROUP

Students with Disabilities (Ages 13-21)
May Also Benefit: All students.

PURPOSE

To help provide students with disabilities the resources for school-to-work transition and the tools for making connections with employers and government agencies.

DESCRIPTION AND METHODOLOGY

- The program consists of school, community, and work-based learning strategies.
- Early work experiences (ages 13-14) include participating in job shadowing which may include performing some job tasks.
- Community Work Training (CWT) classes (ages 16-21) explain job applications and job performance expectations. Students might work at community jobs in addition to these classes.
- Community job trials – Students work in jobs that match their interests and receive a grade for their work based on employer evaluations. A variety of assessment activities also occur, such as formal vocational and situational assessments.
- Supported employment programs or community job placement – juniors are placed in jobs according to their needs, and mentors are used for students in community employment settings. The mentors are trained by an adult service agency. Assistive technology is also applied to work situations.
- Follow-up and extended services – students can continue in their jobs with follow-ups by program staff, i.e., social services may continue to provide job-coaching services. Interested students are referred to post-secondary education.
- Parents are involved in the program through Next Steps which provides workshops on topics such as social security, residential options, employment, and transition.

For more information:
Camille Mahill
Maine Township
High School
2601 W. Demster Street
Parkridge, IL 60068
(847) 692-8489

SPECIAL CONSIDERATIONS

The program is supported by TRAC (Transition Resource Agency Council) which provides cooperative programming for employment. TRAC includes a number of employment and rehabilitative agencies and educational institutions that work together to provide transition services to individuals with disabilities. A program staff coordinator assures quality connections between schools and communities.

RESULTS AND EFFECTS

Ninety percent of participants are employed in community-based jobs upon closure of their case. Students participating in the program have heightened self-confidence and feel more comfortable in community settings.

"LIGHTS! CAMERA! LITERACY!" Melbourne, Australia

Youth
With
Disabilities

PRIMARY TARGET GROUP

Students with Learning Disabilities.
May Also Benefit: All students.

PURPOSE

To provide an alternative path, which deals with communication, technology, and literacy while building self-esteem and confidence, and promoting a general sense of well-being and enjoyment.

DESCRIPTION AND METHODOLOGY

- The course is a 15-week media and communication course specifically targeted at youth with literacy difficulties. Students meet two times per week.
- The curriculum focuses on the processes of communications, i.e., oral, body language and symbols.
- Students look at all the ways in which people and animals communicate. Situational communication, such as in the workplace, is examined.
- Vocal stereotypes are analyzed to help the student convey proper meaning in differing situations such as the workplace.
- Other mediums for communication are also used for instruction (radio and television scripts and the Internet, for example). These forms are explored for their career potentials.

SPECIAL CONSIDERATIONS

Utilizes technology as a teaching tool.

RESULTS AND EFFECTS

Self-confidence and communication skills increase with this type of communication-based course.

For more information:

Angela Harrison
Glenroy Literacy and
Community Learning
Centre
Melbourne, Australia
(03) 9300-3993

BEST COPY AVAILABLE

VII. Youth Corrections

The Division of Youth Corrections (DYC) is responsible for management and oversight of State-operated and private contracted residential facilities, and for community alternative programs that serve and treat youth aged 10-21 years who have demonstrated delinquent behavior. Programs and services administered by or under contract with the Division serves approximately 10,000 youth throughout Colorado in intensive secure units, medium care units, a military-style boot camp, secure detention, staff secure facilities and community residential programs. In addition, assessment program services for committed youth are provided at five State facilities and nonresidential services are provided to youth in community settings and youth on parole. The Division is also responsible for allocating funds by formula to each judicial district in accordance with Senate Bill (SB) 91-94 to develop local alternatives to incarceration as a means of reducing reliance on costly residential placement. Local SB 91-94 programs serve approximately 13,000 youth per year.

> *"Truancy is the first sign of trouble; the first sign that a young person is losing his or her way."*
>
> *– Manual to Combat Truancy, 1996*

In Colorado, the three major categories within the continuum of services provided by the Division are detention, commitment and community services, including parole.

Detention serves preadjudicated youth who are being held on a temporary basis awaiting court hearings or dispositions and youth that receive a short-term sentence, up to 45 days, as a condition of probation or due to contempt of juvenile court and municipal court orders. In recent years, due to overcrowding and bed shortfall issues, detention has also housed committed youth awaiting a bed in the commitment system. Currently, eight of the Division's ten State-operated facilities maintain some level of detention capacity so that these services can be provided close to a youth's home as well as the court of jurisdiction.

> *"Dropouts comprise a disproportionate percentage of the nation's prison and death row inmates."*
>
> *– Dropout rates in the United States, 1995*

Commitment services are provided to youth in a residential program based upon their treatment and security needs. Two of the Division's State-operated facilities provide secure assessment and commitment services, while three others also provide assessment services for newly committed youth. DYC also contracts with more than 40 contract facilities that range from large secure facilities to small community-based programs. Contract commitment programs reflect three major security levels: facility secure, staff secure, and non-secure community programs, and are located in Utah, Nevada and Pennsylvania, as well as Colorado. Some providers emphasize working with youth with mental health needs while others stress educational and vocational education services. In addition, some are licensed substance abuse treatment centers. DYC attempts to match the treatment and security needs of youth to the appropriate program. All non-secure community placements require local Community Review Board approval of placements, since most youth in the community programs are transitioning from secure facilities.

VII. Youth Corrections

	Models ◆ Practices ◆ Strategies Program / Organization	◆ Model Characteristics							
		Program Type			Setting			Student Population	Page #
		School	Community	Agency/ Organization	Rural	Urban	Suburban		
Colorado	◆ Intensive Aftercare Golden, Colorado			✓		✓	✓	16 – 21	80
	◆ Journey For Life Lamar, Colorado			✓	✓			12 – 16	81
	◆ Colorado Youth At-Risk Denver, Colorado		✓			✓		16 – 21	82
National	◆ Parrott Creek Ranch Oregon City, Oregon			✓	✓	✓		14 – 18	83
	◆ WAVE, Inc. Nationwide		✓		✓	✓	✓	16 – 21	84
International	◆ The Youth Group Helsinki, Finland			✓		✓		15 – 21	85

"INTENSIVE AFTERCARE PROGRAM (IAP)" Lookout Mtn, Golden, CO

PRIMARY TARGET GROUP

Students in youth corrections
May Also Benefit: Students considered juvenile delinquents.

PURPOSE

To provide high-risk juveniles with the specialized strategies for treatment and phased- transitional release that they require.

DESCRIPTION AND METHODOLOGY

- The program uses case worker/teachers to progressively increase responsibility and freedom through youth-community interaction and involvement projects. Each phase prepares the students for the various workplace competencies needed for their transition to a working environment.
- Students are monitored and tested for their ability to work productively. New resources and supports are developed using the following steps:
- Discrete Case Planning – Assessment of strengths and assets to help form individual goals and objectives. An Individual Education Plan (IEP) is constructed with measurable outcomes.
- Institutional Phase – Family involvement counseling, treatment programming planned, and community providers are established.
- Institutional Phase Services – Drug and alcohol treatment; Offense specific treatment; Individual counseling for educational, athletic and vocational programs; Medical and psychological services.
- Transitional Phase – Transition staffing and construction of an Individual Transition Plan (ITP), weekly review process; Escorted visits to community and work sites; "Real World" focus.
- Transitional Phase Services – Community, residential, and family counseling; A mentor is assigned; Independent living preparation counseling; Vocational/job preparation classes.
- Reintegration Phase – "Experimental teaming" of clients, mentors, and work site contacts through cultural and needs matching. Behavioral and service contracting; and Incentives and sanctions for performance.
- Reintegration Phase Services – Review process and daily reporting of client activity; Independent living assistance; Tracking of progress; Outpatient treatment; Family Services;

SPECIAL CONSIDERATIONS

Program design has many transferable features for other At-Risk Youth programs.

RESULTS AND EFFECTS

Clients participating in the IAP program had a shorter than average stay at the Lookout Mountain facility. Families are reporting satisfaction with their children and the phased-transitional release process.

For more information:
David Bennett
Department of Youth
Corrections
Central Region
4111 South Julian Way
Denver, CO 80236
(303) 762-4701

"JOURNEY FOR LIFE" Lamar, Colorado

Youth Corrections

PRIMARY TARGET GROUP

Students ages 12-16 at-risk of going into placement out of the home, students with truancy or legal involvement.
May Also Benefit: Students with conduct disorders.

PURPOSE

"Journey for Life" is a day treatment, behavior modification program for students ages 12-16 who have not been successful in traditional educational settings.

DESCRIPTION AND METHODOLOGY

- Although education is a component, the primary goal for "Journey for Life" is behavior management.
- The program focuses on social skills, goal setting, group, behavior modification, and a level system for behavior management.
- The goal of the program is to help students resume school and related activities.
- There also is a career emphasis through career education and activity-based learning.
- Based upon other school programs, "Journey for life" works to create a foundation of successes.
- Students focus on skills and strengths in building self-confidence, and self-esteem.

SPECIAL CONSIDERATIONS

Funded by the county Department of Social Services.

RESULTS AND EFFECTS

The program started in October and does not yet have information.

For more information:
Debbie Doe
Journey For Life
19834 S. Highway 287
Lamar, CO, 81052
(719) 336-7445

"COLORADO YOUTH-AT-RISK (CYAR)" Denver, Colorado

PRIMARY TARGET GROUP

Students considered juvenile delinquents.
May Also Benefit: Adjudicated youth.

PURPOSE

Colorado Youth-at-Risk strives to create partnerships with Colorado communities, empowering at-risk youth in creating new possibilities for their lives.

DESCRIPTION AND METHODOLOGY

CYAR aims to increase the community's response to the growing problem of juvenile delinquency by:

- Delivering ongoing programs designed to change the resignation and hopelessness felt by at-risk youth.
- Building bridges between youth, their families, and the community.
- Working with existing youth services and community agencies.
- Providing a supportive environment for volunteers.
- Providing a five-day intensive course, followed by a year long mentoring and support program.

SPECIAL CONSIDERATIONS

No cost. State funded.

RESULTS AND EFFECTS

Program reports a 76% increase in overall GPA; 82% increase in attendance; and, an 82% decrease in suspension rates.

For more information:

Dan McMahon
1062 Delaware Street
Denver, CO 80204
(303) 623-9140

"PARROTT CREEK RESIDENTIAL TREATMENT PROGRAM" Oregon City, Oregon

Youth Corrections

PRIMARY TARGET GROUP

Males ages 14-18 through contacts w/Oregon Youth Authority
May Also Benefit: Other youth who need placement outside the home

PURPOSE

To assist identified youth and their families in regaining control over their problems, allowing the youths to return home within six to seven months.

DESCRIPTION AND METHODOLOGY

This program is multifaceted and has specific components integrated into a holistic treatment plan.

- Residential Counseling: Through counseling, youth learn skills in cooperative living, recreation, communication, problem solving and anger management.
- Family Counseling: Two family counselors set goals with families and teach techniques for conflict management, decision-making and problem solving. Regular counseling sessions are conducted along with parent education and support.
- Secondary School: The accredited alternative school provides individualized attention through a modified education plan that is developed by youth, their family and staff. Students can earn high school credits, improve basic skills or prepare for a GED.
- Youth Employment Services: Youth explore career choices, develop job seeking and job keeping skills. There is a work experience component to this program.
- Drug and Alcohol Services: Assessment, education, support and referrals are offered.
- Post-Residential Services: Once a youth returns home, follow-up services are provided to him and his family. Connections with the school, community and employment and other resources are fostered.

SPECIAL CONSIDERATIONS

Aspects of this program can be used with students in non-residential settings.

RESULTS AND EFFECTS

This program is successful in assisting youth in their return to a family and community environment.

1859

For more information:
Thomas Brady
Executive Director
22518 South Parrott
Creek Road
Oregon City, OR 97045
(503) 266-3030

Youth
Corrections

"WAVE, INC." *operates in 30 states across the nation*

PRIMARY TARGET GROUP

Adjudicated youth ages 16-21.
May Also Benefit: Youth who have the potential to become offenders.

PURPOSE

WAVE, Inc. is a community-based model program specializing in dropout recovery for juvenile offenders. Referrals of adjudicated youth are made to individual WAVE affiliates by courts, schools, human service agencies, friends and families.

DESCRIPTION AND METHODOLOGY

- A variety of federal funds along with corporations and foundations subsidize WAVE. The headquarters in Washington, D.C. assist school systems in designing and implementing this program through staff training. The cost per student is $150-$200.
- Remedial educational instruction and motivational development techniques are incorporated into the existing school structure. Instruction is individualized and competency-based. Life skills are emphasized and computer-assisted instruction is available at most WAVE sites.
- Student achievement in workshops, competitive events, and other activities are compensated with recognition, reinforcement and reward.
- Competency-based pre-employment training, job placement and follow-up services are available. The career component is designed to promote responsibility and social skill development as well as employment.

SPECIAL CONSIDERATIONS

WAVE is tailored to each individual school and community. Ongoing staff development and support are available from the parent company.

RESULTS AND EFFECTS

WAVE has been recognized as an exemplary program by the National Dropout Center at Clemson University.

For more information:
Alta J. Connady
Vice President of
Program Development
501 School Street SW,
Suite 600
Washington DC 20024
(204) 484-0103

"THE YOUTH GROUP" *Social Services Centres, Child Welfare, Helsinki, Finland*

PRIMARY TARGET GROUP

Young persons having problems with crime and drugs.
May Also Benefit: Other Youth At-Risk

PURPOSE

The Youth Group works with individual young persons having problems with crime and drugs in cooperation with their families to provide needed services to improve youth outcomes.

DESCRIPTION AND METHODOLOGY

Services are provided by the Youth Group through Social Services Centres in six areas in Helsinki. The services include:

- Emergency Youth Services- a social worker can be present during police interviews, make personal inquiries and act on behalf of the youth in court.
- Field Work – assistance for youth involved in crime or with drugs find support and take control of their lives. Services include: individual and family meetings; regional projects in child welfare; and, building local networks of authorities.
- The Project in the City Centre – applies strategies of early intervention in crimes committed by children under the age of 15.
- Project Against Shoplifting – deals with shoplifting committed in the City Centre by youth under 15 years old.
- Arbitration of Crimes- an alternative strategy for mediating and solving conflicts caused by criminal offenses or disputes. Arbitration is voluntary, neutral, free of charge and confidential for all parties.

SPECIAL CONSIDERATIONS

These programs can provide effective strategies of intervention and prevention for at-risk youth. Street work and "Dooris" – an open cross-administration service for youth with problems also focus on youth at-risk.

RESULTS AND EFFECTS

These strategies along with other programs are designed to reduce marginalization of youth. The high unemployment rate in Helsinki has increased the risk of youth becoming disenfranchised and participating in criminal and deviant behavior.

For more information:

The Youth Department
of Helsinki City
Hietaniemenkatu 9 B,
00100 Helsinki, Finland
358 931089026
http://www.hel.fi/english

VIII. Migrant Education

The term *'migratory child'* means a child who is, or whose parent, spouse, or guardian is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work —

(A) has moved from one school district to another;

(B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or

(C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity

(United States Department of Education)

> *"A child is a person who is going to carry on what you have started. The fate of humanity is in your children's hands."*
>
> *– Abraham Lincoln*

VIII. Migrant Education

◆ Model Characteristics

Models ◆ Practices ◆ Strategies Program / Organization		Program Type			Setting			Student Population	Page #
		School	Community	Agency/ Organization	Rural	Urban	Suburban		
Colorado	◆ San Luis Valley MEP Alamosa, Colorado	✓	✓		✓			Birth – 21	88
	◆ Latino Dreamers / Low Riders Longmont, Colorado	✓			✓			Middle School	89
	◆ Plaza del Milagro Greeley, Colorado		✓	✓		✓		Birth – 21	90
National	◆ Project SMART Austin, Texas	✓	✓		✓	✓	✓	Grades K – 16	91
	◆ High School Equivalency Program, Washington, D.C.	✓	✓		✓	✓	✓	16 – Adult	92
International	◆ Community Access Program Ottawa, Ontario Canada		✓		✓	✓	✓	15 – 30	93

"SAN LUIS VALLEY MIGRANT EDUC. PROGRAM" Alamosa, CO

PRIMARY TARGET GROUP

Migrant children, birth to age 21
May Also Benefit: Similar special needs students (e.g., migrant students, also special education)

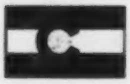
PURPOSE

To provide supplemental educational and support services to help migrant students overcome educational disruptions and disadvantages they experience as a result of migrant lifestyles.

DESCRIPTION AND METHODOLOGY

The SLV MEP is the third largest of the 12 MEPs in Colorado, having approximately 3,000 enrolled migrant children. A top priority for services is participating in helping students meet content and performance standards in core subject areas with special attention to students who are failing, or are at high risk of failing, LEP students, and students whose schooling has been interrupted due to the family's migrant lifestyle. Other priorities include increasing identification and recruitment in order to maximize service, increasing parental involvement in their children's education, and integrating early childhood education and adult basic education through special home- and community-based services.

- The majority of the funding is committed to providing a 7-week summer school, K-12, at Alamosa and Center, Colorado. The 1999 summer school had an enrollment of 468 students from Colorado, other states, and Mexico. Students are provided with academic, enrichment, and various health services.
- The MEP collaborated with the federally-funded free meals program and with Farmworker Health Services out of Denver to provide nutritional meals to students and various health services.
- The SLV MEP is a member of multi-state consortium of on-line services to exchange student academic and health record data.
- Plans for the 99-00 regular academic year include supplementing school/district instruction with extra instruction and tutoring/mentoring for failing or at-risk migrant students.



For more information:
Reginaldo G. Garcia,
Ph.D., Director
P.O. Box 1198,
Alamosa, CO 81101
(719) 589-5851 Ext. 118

SPECIAL CONSIDERATIONS

Federally mandated and funded program enacted by the U.S. Congress in 1966 as an amendment to Title 1. Approximately 80 temporary summer school personnel. FT Records Clerk, FT Recruiters X2 (planned), and Director are under a 10-month contract.

RESULTS AND EFFECTS

SLV-MEP has used Brigance pre-post; 1999 test results not available at this time. Desired outcomes approach will be used starting summer 2000, and Brigance will probably be discontinued.

BEST COPY AVAILABLE

"LATINO DREAMERS/LOW RIDERS CLUB" *Longmont, Colorado*

Migrant

Education

PRIMARY TARGET GROUP

Middle school age migrant youth

May Also Benefit: Any at-risk population that needs an incentive to increase school performance and attendance.

PURPOSE

This program is designed to improve school engagement and achievement of at-risk migrant youth through a point system that leads to earning a new bicycle.

DESCRIPTION AND METHODOLOGY

- This Program was developed and is implemented by the school district's migrant coordinator through federal migrant education funds.
- The bicycles are purchased through funds made available by the police department, city of Longmont and other sources.
- Students earn points for positive learning behavior. Once a student has earned 3,000 points they receive a new bicycle. It takes most students approximately 9 months to earn a bike.
- Points are awarded for report card grades (A=65 points, B = 50 points and C =25 points. Students also receive points for attendance, good behavior and positive comments from teachers. When a student brings a parent/relative to a parent - teacher conference 50 points are earned for each family member.
- Students can also earn points for completing chores, assisting a parent and other productive behavior at home.

SPECIAL CONSIDERATIONS

This program can be replicated for any at-risk students. Funding to purchase bikes is needed as well as a coordinator and a system to keep track of points.

RESULTS AND EFFECTS

Teachers report that participants are more likely to complete their homework and work harder in class. A principal reports that students have improved attitudes. Grades improve and last year nine participating students made the honor roll.

For more information:

Ernesto Jiron
Saint Vrain
School District
111 Longs Peak Ave.
Longmont, CO
80501
(303) 651-3066

Migrant Education

"PLAZA DEL MILAGRO" Greeley, Colorado

PRIMARY TARGET GROUP

Migrant families

MAY ALSO BENEFIT

Others in need of low-cost housing

PURPOSE

To provide affordable housing for migrant farm workers in Weld County.

DESCRIPTION AND METHODOLOGY

- This $3.9 million affordable housing complex was developed using a broad-based partnership of public and private funds, and was built by the Catholic Charities Farm Labor Housing Corporation.
- The complex has 30 three-bedroom and 10 four-bedroom units with a surrounding plaza and fountain.
- Collaborative efforts with local school districts addresses retention of youth.
- A community building and child care center will be open to both residents and non-residents.
- Rent will be charged based on a formula that is no more than 30% of tenent's annual income. Most families earn between $10,000. and $15,000 annually. Rent ranges from $250 to $375 per month.
- A board of directors worked for five and one-half years to establish this housing center.

SPECIAL CONSIDERATIONS

The use of a mixture of public and private funding sources makes this a very innovative endeavor.

RESULTS AND EFFECTS

This model housing complex will result in better living conditions for migrant farm workers. This reduces the need for families to live in substandard shelters or on the street. Participation in school should also increase significantly.

For more information:
John Moore,
Housing Coordinator
Catholic Charities
Northern
1311 - 11th Street
Greeley, CO 80631
(970) 353-6433

"PROJECT SMART" *Austin, Texas*

Migrant Education

PRIMARY TARGET GROUP

Migrant Education.
May Also Benefit: Interstate and intrastate populations.

PURPOSE

Texas initiated Project SMART (Summer Migrants, Assets, Resources, through Technology) to provide instructional and educational continuity through distance learning.

DESCRIPTION AND METHODOLOGY

The program provides instruction tailored to the Texas educational curriculum from pre-school through high school levels.

- Televised instruction is provided through a San Antonio-based network.
- Students in school-based and community-based programs interact with their instructor through a special telephone link during the televised programming.
- Students participating from their homes can access a certified subject-area teacher based at Project SMART through a toll-free connection.
- Students work with mentors throughout the program.

SPECIAL CONSIDERATIONS

Students work independently and tailor their studies to the demands of family and work.

RESULTS AND EFFECTS

Teachers bring a sense of familiarity and continuity to the migrant youth's summer. There is a reduction in fragmentation that occurs when a child's education is interrupted.

For more information:

Patricia Meyertholen
Director of Programs
Texas Education Agency
Division of Migrant
Education
101 N.Congress Avenue
Austin, TX 78701-1494
(512) 463-9067

"HIGH SCHOOL EQUIVALENCY PROGRAM" *Available in many states*

Migrant
Education

PRIMARY TARGET GROUP

Migrant youth – 16 years and older who are not currently enrolled in school.
May Also Benefit: Dropouts and disadvantaged.

Grant funds offered by the United States Department of Education, Office of Migrant Education. These programs are available in many states across the country.

PURPOSE

To assist migrant youth to complete a high school program and gain employment and/or begin post-secondary education.

DESCRIPTION AND METHODOLOGY

- HEP serves 3,600 students annually through 5-year grants awarded to programs in a variety of states.
- Participants receive development instruction and counseling services to prepare them to:

  1. Complete a high school program or equivalent (GED)
  2. Pass a standardized test of high school equivalency.
  3. Participate in subsequent post-secondary education or career activities.

- The services offered through this Program include: counseling, placement, health care, financial aid stipends, housing for residential students, and cultural and academic programming.

SPECIAL CONSIDERATIONS

Strategies and curriculum from these programs can be valuable resources for serving migrant youth.

RESULTS AND EFFECTS

Many migrant youth successfully complete high school or GED and move into employment or post-secondary education.

For more information:
Mary Suazo
U.S.Department of
Education, Office of
Migrant Education
400 Maryland Ave. SW,
Room 3E227 FOB6
Washington, D.C.
20202-6134
(202) 260-1396

"COMMUNITY ACCESS PROGRAMS (CAP)" Ottawa, Ontario Canada

PRIMARY TARGET GROUP

Migrant and immigrant populations.
May Also Benefit: All individuals in rural and remote locations – public access.

PURPOSE

The Community Access Program (CAP) was developed to help communities in Canada's rural and remote settings obtain affordable public access to the Internet and to address the skills needed to use it effectively. It serves isolated and migrating populations.

DESCRIPTION AND METHODOLOGY

Access to the "Information Highway" helps to create new and exciting opportunities for growth and employment by providing isolated communities and individuals with the ability to communicate with each other; conduct business; enhance education/job skills; and, exchange information and ideas.

- Through VolNet, SchoolNet, and the Community Access Program, Canada's goal is to be the most connected nation in the world by the year 2000, in today's computer-driven knowledge economy.

- CAP will help to create another 5,000 Internet-access sites in urban areas, and 5,000 access sites in rural locations.

- Under the aegis of the Youth Employment Strategy, CAP will be able to develop employment opportunities for youth and adults in isolated settings, aged 15-30.

SPECIAL CONSIDERATIONS

The Canadian government announced in their 1998 budget that they would invest $205 million over the three years in the CAP initiative.

RESULTS AND EFFECTS

Improved public access and networking capabilities, human resource development potential, economic, and social impact will be measured and reported in the year 2000.

Migrant Education

For more information:

Community Access
Program
Industry Canada
155 Queen St., 7th Floor
Ottawa, Ontario Canada
K1A-0H5
(800) 268-6608

TITLE I — Helping Disadvantaged Children Meet High Standards
SEC.1001. Declaration of Policy and Statement of Purpose

> *"45% of adults with the lowest levels of literacy live in poverty."*
>
> *– U.S. Department of Education*

(a) Statement of Policy —

(1) In general — The Congress declares it to be the policy of the United States that a high-quality education for all individuals and a fair and equal opportunity to obtain that education are a societal good, are a moral imperative, and improve the life of every individual, because the quality of our individual lives ultimately depends on the quality of the lives of others.

(2) Additional policy — The Congress further declares it to be the policy of the United States to expand the program authorized by this title over the fiscal years 1996 through 1999 by increasing funding for this title by at least $750,000,000 over baseline each fiscal year and thereby increasing the percentage of eligible children served in each fiscal year with the intent of serving all eligible children by fiscal year 2004.

(b) Recognition of Need — The Congress recognizes that —

(1) although the achievement gap between disadvantaged children and other children has been reduced by half over the past two decades, a sizable gap remains, and many segments of our society lack the opportunity to become well educated;

(2) the most urgent need for educational improvement is in schools with high concentrations of children from low-income families and achieving the National Education Goals will not be possible without substantial improvement in such schools;

(3) educational needs are particularly great for low-achieving children in our Nation's highest-poverty schools, children with limited English proficiency, children of migrant workers, children with disabilities, Indian children, children who are neglected or delinquent, and young children and their parents who are in need of family-literacy services;

(4) while title I and other programs funded under this Act contribute to narrowing the achievement gap between children in high-poverty and low-poverty schools, such programs need to become even more effective in improving schools in order to enable all children to achieve high standards; and

(5) in order for all students to master challenging standards in core academic subjects as described in the third National Education Goal described in section 102(3) of the Goals 2000: Educate America Act, students and schools will need to maximize the time spent on teaching and learning the core academic subjects.

(United States Department of Education)

> *"$5 billion a year in taxes goes to support people receiving public assistance who are unemployable due to illiteracy."*
>
> *– Laubach Literacy Action*

★ IX. Disadvantaged Youth

	Models ◆ Practices ◆ Strategies Program / Organization	◆ Model Characteristics							
		Program Type			Setting			Student Population	Page #
		School	Community	Agency / Organization	Rural	Urban	Suburban		
Colorado	◆ O.P. Project Englewood, Colorado			✓		✓		Middle & High School	96
	◆ Comprehensive Guidance Program, Leadville, Colorado	✓			✓			High School	97
	◆ Wiggleworks Dillon, Colorado	✓			✓			Grades K – 5	98
	◆ Good Neighbor Program Wheat Ridge, Colorado	✓				✓	✓	Middle & High School	99
National	◆ Job Corps Programs Regional Centers			✓	✓			16 – 24	100
	◆ TIGER, Inc. Rothsay, Minnesota	✓	✓		✓			Middle & High School	101
International	◆ Home / School / Community Liaison Scheme Westmeath, Ireland	✓	✓		✓	✓		Grades K – 8	102

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"O.P. PROJECT, ARAPAHOE/DOUGLAS WORKS!" Englewood, CO

Disadvantaged

PRIMARY TARGET GROUP

Disadvantaged youth
May Also Benefit: Other at-risk and out-of-school youth

PURPOSE

The purpose of the OP program is to engage incoming 9th grade high-risk students in school and prevent them from dropping out of high school. Research suggests truancy problems climax in the ninth grade, therefore, effective interventions including mentorship is needed prior to youth beginning high school.

DESCRIPTION AND METHODOLOGY

- 20 incoming freshman were identified by the middle school staff. These students and a parent/legal guardian attended an orientation at the local public library. All students went through an interview to be selected – 12 were selected to participate in a week-long summer program staffed by two counselors.
- The week prior to school starting students participated in activities such as: field trips to the library, the State Capitol where they met local legislators; ropes course training; cookouts; career development activities; teambuilding, journaling; and presentations by local employers.
- The last day of the summer portion a graduation ceremony was held. Participants received completion certificates; listened to a motivational speaker; toured the high school; received schedules and located their classes and lockers.
- Throughout the first semester, the two counselors met weekly with the students to provide mentorship/support; to review their attendance and progress; and to discuss individual issues.
- O. P. students enrolled in a special class that formally serves high risk youth called Personal Success. Mentorship was provided by the counselors throughout the school year.

SPECIAL CONSIDERATIONS

Funding of $1,000.00 through the local School-to-Career Partnership. In-kind staff services (male and female counselor) from Arapahoe/Douglas WORKS!(a workforce center) and the High School. Mentorship is a critical aspect to this Program. O. P. can be replicated for other target populations in either rural or urban areas.

RESULTS AND EFFECTS

Of the youth we served, none went to truancy court, 10 finished their freshman year with satisfactory progress (one moved and one left to pursue a GED), all demonstrated improved career decision making abilities. Students felt the activities were valuable and fun.

For more information:
Nate Valtakis, Youth Options Coordinator
Arapahoe / Douglas WORKS!
3800 S. Logan Street
Englewood, CO 80110
(303) 781-5071

"COMPREHENSIVE GUIDANCE PROGRAM" Leadville, Colorado

Disadvantaged

PRIMARY TARGET GROUP

Disadvantaged students.
May Also Benefit: All students.

PURPOSE

The program is designed for those students who are not college bound and who without intervention, probably would not seek further training.

DESCRIPTION AND METHODOLOGY

The Comprehensive Guidance Program is structured as an intervention/prevention model to engage/re-engage disadvantaged youth.

- Counselors meet with 100% of the students 40 to 80% of the time, rather than the normal practice of meeting with 20% of the students 80% of the time.
- Pre-Kindergarten through 8th grade classes are visited by counselors to talk about their dreams, interests, work, jobs, careers, and career clusters.
- Grades 9 through 12 activities include peer counseling, and individual meetings with the school counselor.

SPECIAL CONSIDERATIONS

A counselor's curriculum must be created for each grade level.

RESULTS AND EFFECTS

Fewer discipline referrals have been reported in the lower grade levels. Teachers are using more career-oriented materials in their classrooms.

For more information:

Dave Shelby
Lake County High School
1000 W. 4th Street
Leadville, CO 80461
(719) 486-6975

Disadvantaged

"WIGGLEWORKS" Dillon, Colorado

PRIMARY TARGET GROUP

Disadvantaged students in grades K-5.
May Also Benefit: Grades 6-8 (students serving as Program Managers).

PURPOSE

Provides a "hands on" management experience as a career awareness opportunity for participating 4th and 5th graders as they work with younger children to encourage reading success; and, provides additional early reading intervention to struggling kindergarten through 3rd grader readers.

DESCRIPTION AND METHODOLOGY

- Interested 4th and 5th grade students were asked to fill out an application, get teacher/parent recommendations, go through the interviewing process, and be trained over a 7 week period to work in small groups as peer tutors for reading.
- Program Managers used Wiggleworks and Frequent Cooperative Learning Careers with K-3 students to enhance reading/writing skills
- Opportunity to build assets and have fun.
- Program Managers will help develop a bridge between school and the business community by booking Friday guest readers.
- Provide additional reading/writing support to K-3 grade students

SPECIAL CONSIDERATIONS

Our goal is for elementary age children to be aware of the world of work and how their school learning experience is connected to their future. The Workplace Learning Center will develop awareness with our students that many of the life skills needed for everyday learning today are the same skills they need for success in the workplace.

RESULTS AND EFFECTS

Our Program Managers (peer tutors before school) will help ensure our primary children are becoming successful readers. Post assessment of personal assets (grades 4-5 Program Managers) and pre-post assessment for K-3 grade students to show gains in reading, plus surveys by students and parents will be on file.

For more information:

Bev Stoll,
Literacy Resource
Teacher
Summit Cove Elementary
0727 Cove Boulevard
Dillon, CO 80435
(970) 513-0083

"THE GOOD NEIGHBOR PROGRAM" Wheat Ridge, Colorado

Disadvantaged

PRIMARY TARGET GROUP

Students "at-risk" of failing a second time; students living at home with one or less parents and who are at-risk of dropping out by age 16.
May Also Benefit: Parents who need the encouragement/success stories of those who have overcome obstacles.

PURPOSE

To get homework turned in, to stay in school, graduate, to believe in themselves. Our "good neighbor" mentors parents as well.

DESCRIPTION AND METHODOLOGY

The Good Neighbor Program utilizes an interdisciplinary curriculum approach along with an emphasis on mentorships.

- Teachers were asked to select 5 students from each team who fit the attached curriculum guidelines. From this list, the students' parents were sent home information and permission slips.
- What makes this unique to all other mentor programs is it has linked one teacher and one mentor "good neighbor", plus one "at promise" student and a parent/guardian participant.

SPECIAL CONSIDERATIONS

This was funded through a School-to-Career grant of $4,600.

RESULTS AND EFFECTS

Improvement was seen in attendance, and an increase in performance because the teacher, parent, good neighbor were tracking progress, all assignments were turned in. All of the students in this program have stayed in school.

For more information:

Candace Logue
Wheat Ridge Middle
School
7101 West 38th Avenue
Wheat Ridge, CO 80033
(303) 982-2833

Disadvantaged

"JOB CORPS PROGRAMS" Regional Centers

Regions VII/VIII: Colorado, Iowa, Kansas, Missouri, Montana, Nebraska, North Dakota, South Dakota and Utah

PRIMARY TARGET GROUP

Economically disadvantaged – ages 16 through 24
May Also Benefit: Youth with other special needs in addition to being economically disadvantaged

PURPOSE

Job Corps is the nation's largest and most comprehensive residential job training program for eligible youth. Economically disadvantaged youth are provided with vocational, academic and social skills needed to start a successful career.

DESCRIPTION AND METHODOLOGY

The Job Corps program offers eligible youth:

- A school program to assist youth in completing high school or a GED.
- Specific vocational training in a variety of vocations (each site has different offerings).
- Job Corp will pay for up to 2.5 years of college.
- Room, board, training, medical and dental services are offered at no charge.
- Placement services are also offered to assist participants in securing employment.
- Residential options include dorms for single parents and married couples.

SPECIAL CONSIDERATIONS

Each Job Corp location may offer different types of programs and services.

RESULTS AND EFFECTS

Seven out of ten youth served by Job Corps find jobs, join the military or pursue further education at a community college or university.

For more information:

For more information and the nearest regional admissions office, call 1-800-438-8287.

"TIGER, INC. — TIGER MART" *Rothsay, Minnesota*

Disadvantaged

PRIMARY TARGET GROUP

Economically disadvantaged (rural area).
May Also Benefit: All students.

PURPOSE

TIGER (Teen Innovative Group Entrepreneurs of Rothsay) is a student-founded and run non-profit corporation formed in 1991. This corporation runs the town's lumberyard, hardware and grocery stores that were in danger of going out of business. Tiger Mart is the town's formerly failing grocery store.

DESCRIPTION AND METHODOLOGY

- Students pay a $5.00 per person membership fee to become a part of this legally recognized non-profit corporation.
- Through coursework at school, students become familiar with how to run a small business.
- Training programs and mentorships are provided through businesses. Students and community members work side-by-side in the businesses run by TIGER, Inc. Adult employees bring job knowledge and skills to the workplace.
- Local business people donate time to teach skills such as accounting, finance, and small business operation.

SPECIAL CONSIDERATIONS

There are a host of legal conditions that must be addressed.

RESULTS AND EFFECTS

Student ownership generates meaning, dedication, and interest. Making a mistake in an actual business has far greater consequences than making an error in the classroom. Tiger Mart and TIGER, Inc. has won numerous national awards.

For more information:

Rothsay Public School
ISD#850
123 2nd Street
Northwest, Box 247
Rothsay, MN 56579
(218) 867-2735

Disadvantaged

"HOME/SCHOOL/COMMUNITY LIAISON SCHEME" Westmeath, Ireland

PRIMARY TARGET GROUP

Elementary age school children in areas of urban disadvantage (with high concentration of pupils from disadvantaged backgrounds).
May Also Benefit: All students who are at-risk of poor school performance.

PURPOSE

The Home/School/Community Liaison Scheme is a preventative strategy which targets pupils who are at-risk of not reaching their potential in the education system due to background characteristics which tend to adversely affect school retention. This scheme establishes partnerships and collaboration between parents and teachers. One hundred five coordinators serve 176 primary schools and 83 work with 84 schools at the post-primary level.

DESCRIPTION AND METHODOLOGY

- A full-time coordinator serves as a liaison between the school, parents, and the community. Liaisons may serve more than one school. Teachers from the schools to be served are eligible for these positions.
- Through this program, drop-in centers and parents rooms are established in the schools.
- Courses are conducted for parents that address assistance with school work, personal development, leisure activities, literacy and diploma classes, training in home visits and becoming classroom aides.
- Coordinators work with parents and staff to enhance the child's learning and to address developmental needs that are not directly linked to their education. Coordinators establish bonds of trust with parents and families to support student learning.

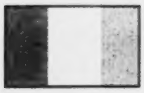
SPECIAL CONSIDERATIONS

This broad-based national program can be replicated in one school and/or school districts in the United States. This program uses full time dedicated staff, however this could be modified.

RESULTS AND EFFECTS

This program has been expanded since it's inception in 1992.

http://www.irlgov.ie/areas%20interest/267e33a.htm



For more information:
The Secretary, The
Department of Education
Special Education II
Cornamaddy Athlone Co.
Westmeath, Ireland
http://www.irlgov.ie/areas%20
interest/267e33a.htm

X. ALL STUDENTS

As defined in the School-to-Work Opportunities Act, the term ***"all students"*** means "both male and female students from a broad range of backgrounds and circumstances. This includes disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students."

(School-to-Work Opportunities Act 1994)

"Warm responsive care for youth by families, and other caregivers is the key to fostering human development that will pay big dividends for today's youth and their communities well into the future."

- KidsCount in Colorado! 1998

All Students		◆ Model Characteristics							
		Program Type			Setting			Student Population	Page #
Models ◆ Practices ◆ Strategies Program / Organization		School	Community	Agency/ Organization	Rural	Urban	Suburban		
Colorado	◆ What's Next? Pueblo, Colorado	✔			✔			High School	105
	◆ ALPS Thornton, Colorado	✔				✔		High School	106
	◆ School Manufacturing Business, Las Animas, CO	✔			✔			High School	107
	◆ Bully Proofing Rangely, Colorado	✔			✔			Elementary School	108
National	◆ PACE Tech Prep Pendleton, South Carolina	✔				✔		High School	109
	◆ JAG Alexandria, Virginia	✔	✔		✔	✔	✔	High School	110
International	◆ Global Learning Consortium Canada, Singapore and the United States	✔			✔	✔	✔	Grades K-12	111

"WHAT'S NEXT?" *Pueblo, Colorado*

All
Students

PRIMARY TARGET GROUP

All Students
May Also Benefit: All Students

PURPOSE

Parents from the school accountability committee created a program to help every student prepare for their life after high school.

DESCRIPTION AND METHODOLOGY

- During the school day parent volunteers help students use the Internet to research careers, job opportunities, colleges, technical schools, and scholarships.
- When a student wants to learn more about a career, volunteers help arrange job-shadowing opportunities so students can experience first hand what the job is like.
- Specific goals are created for each class annually. For example, filling out a student profile for freshmen and a computer lab career choices class for sophomores.
- After school seminars for students and parents include career nights involving local business leaders and programs on financing college, preparing for SAT tests, and completing college applications.
- Parents formed this program out of concern that students often wait until their senior year to start thinking about their futures, and then most of the concern was for college-bound students.
- Parent volunteers are focused on connecting with every student.

SPECIAL CONSIDERATIONS

The program operates in a vacant classroom using a computer obtained through a student-initiated grant application and a free telephone line supplied by a community partner, Rye Telephone Company.

RESULTS AND EFFECTS

In one year, the program has reached all 250 students at Rye High School to support them in determining 'what's next' after high school.

For more information:

Cindy Becker
Pueblo School-to Career
Partnership
900 West Orman Ave.
Building AB-154-C
Pueblo, CO, 81004
(719) 549-3164

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"ALPS (Action Learning Program for Students)" Thornton, CO

All Students

PRIMARY TARGET GROUP

At Risk Students – preference is given to seniors and juniors in high school
May Also Benefit: All students

PURPOSE

ALPS is designed to meet the unique learning needs of at-risk students. This program encourages life-long learning and utilizes a wealth of learning resources available beyond the school environment.

DESCRIPTION AND METHODOLOGY

- Potential ALPS students are referred by high school teachers because they are at-risk of dropping out of school.
- ALPS is a two hour academic core class taught by two teachers
- This program focuses on five content areas: English, Social Studies, Physical Fitness/Health, Art and Job Training.
- The curriculum is taught through integrated/experiential thematic units. Students work individually and in groups through learning contracts, portfolios, individualized instruction, seminars and cooperative learning.
- The community is used as a "classroom" to provide a rich and varied experience for students. This program includes on the job work experience.
- Strict attendance and behavior requirements are enforced. The instruction also focuses on problem solving, conflict resolution and values clarification.

SPECIAL CONSIDERATIONS

A two-period block is required. The program is staffed with two teachers and has support services from a school counselor.

RESULTS AND EFFECTS

Eighty-five percent of the ALPS students show improved attendance, performance and graduation rate.

For more information:

Horizon High School
5321 E. 136th Avenue
Thornton, CO 80601
(303) 450-5227

"SCHOOL MANUFACTURING BUSINESS" Las Animas, Colorado

All Students

PRIMARY TARGET GROUP

At-Risk Students.
May Also Benefit: Students interested in marketing, manufacturing, or sales.

PURPOSE

The program has started a manufacturing business at the high school to provide experience and expose students to the fields of marketing, sales, and production.

DESCRIPTION AND METHODOLOGY

- Students create corporations and reach consensus, through their discussions and voting procedures, on a product to manufacture.
- Students then follow the business through all stages of development, from production, marketing, sales, and record-keeping/accounting activities.
- Participants develop ownership in this program through hands-on experiences.
- Follow-up and evaluation are critical pieces in this program.

SPECIAL CONSIDERATIONS

The program was started with a $1,000 School-to-Career grant. Subsequently, the first $1,000 of profit goes back to the bank to keep the program running.

RESULTS AND EFFECTS

Many students have learned skills that have helped them acquire jobs after school, and this experience has increased student's basic competencies and work skills. The program has also strengthened the school's relationship with the community.

For more information:

Greg Donkle
Las Animas High School
300 Grove Avenue
Las Animas, CO 81054
(719) 456-0211

All Students

"BULLY PROOFING" Rangely, Colorado

PRIMARY TARGET GROUP

Elementary students grades 1 through 5
May Also Benefit: All students

PURPOSE

This program is designed to help students embrace a school atmosphere that is based on caring and speaking-out instead of a norm based on fear and silence.

DESCRIPTION AND METHODOLOGY

Bully Proofing training teaches students how to defuse tense situations through the use of conflict resolution skills, and how to create a school with a "caring majority".

- The Bully Proofing program is presented to all students in training sessions once a week for six weeks. (After all students grades 1-5 are trained, this program will focus on incoming first graders).
- The training topics include: Identifying the difference between normal conflict and bullying; when to seek help from an adult; strategies for managing conflict independently.
- The conflict resolution strategy focuses on, "HA HA SO" – Help (is available), Assert (yourself), Humor (works well), Avoid (trouble), Self-talk, and Own (the situation).

SPECIAL CONSIDERATIONS

This Program is a proactive approach to aggression and student-directed conflict resolution.

RESULTS AND EFFECTS

Bully proofing establishes a school-wide norm and strategies to deal with bullying and conflict. This program is designed to reduce conflict and make the school a safe place for each and every student.

For more information:

Stella Cormier, Counselor
Kim Leonard,
School Psychologist
Mary Ann Allred,
School Nurse
Parkview Elementary
School
609 S. Stanolind Avenue
Rangely, CO 81648
(970) 675-2267

"PACE (PARTNERSHIP FOR ACADEMIC & CAREER EDUCATION" Pendleton, S. Carolina

All

Students

PRIMARY TARGET GROUP

General education high school students who are neither college bound nor technically proficient and who may be at-risk in the job market
May Also Benefit: At-risk students

PURPOSE

A Tech Prep program is designed to improve the employment potential of non-college bound students without specific technical skills

DESCRIPTION AND METHODOLOGY

- General education courses in math, English and science are replaced with applied academics. Mastery of basic skills is required. Teaching techniques utilized that emphasize both the expertise and presence of business and industry in the classroom.
- Emphasis is placed on mid-level career understanding and academic and vocational studies are blended into cluster pathways.
- College credits are available to students based on demonstrated competencies. Advanced technology certificates are available for associate degree completers.
- Work-based learning experiences such as internships, site visits and apprenticeships are available to qualified students who have completed their first year of required classroom work.
- This is a business and education leadership program that prepares students for future employment opportunities.

SPECIAL CONSIDERATIONS

Elements of PACE can be used in programs that do not have Tech Prep funding.

RESULTS AND EFFECTS

PACE is successful in preparing students for the workforce and providing relevant and challenging academic instruction. This program is recognized by the National Dropout Prevention Center at Clemson University as an exemplary program.

For more information:

Diana M. Walter
Executive Director
P.O. Box 587
Highway 76
Pendleton, SC 29670
(803) 646-8361
ext. 2378

All Students

"JOBS FOR AMERICA's GRADUATES (JAG)" Alexandria, Virginia

PRIMARY TARGET GROUP

Students at-risk of dropping out of school

MAY ALSO BENEFIT

Other special populations

PURPOSE

JAG's mission is to create state-wide school-to-work transition programs that address high school dropouts and youth unemployment issues.

DESCRIPTION AND METHODOLOGY

JAG was created in 1979 under the former Governor of the state and a group of business and education leaders. This Program has two basic components.

- First, the drop-out prevention program is for students prior to their senior year. Career specialists help participants discover their career interests and aptitudes. An Individualized Education Plan (IEP) is developed. An experiential curriculum and a student organization called "The Career Association" are used to motivate students.
- The second component is a school-to-work transition program for seniors. The seniors focus on achieving competency in 37 employability areas clustered into career exploration, job attainment, job survival, basic skills and leadership development skills. Job shadowing, field trips and guest speakers are included in the curriculum.

SPECIAL CONSIDERATIONS

The program components are readily transferable and as of 1995 there were 550 JAG programs in 21 states.

RESULTS AND EFFECTS

As of 1995, JAG has impacted 180,000 at-risk and disadvantaged youth since its' inception. Both academic abilities and attitudes are targeted for improvement. 30,000 students participate in this Program annually.

For more information:

Jobs for America's
Graduates (JAG)
Suite 200, 1729 King St.
Alexandria, VA 22314
(703) 684-9479
or (614) 466-5718

"GLOBAL LEARNING CONSORTIUM" *Canada, Singapore, and U.S.*

All Students

PRIMARY TARGET GROUP

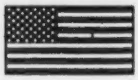
All Students
May also benefit: Youth At-Risk

PURPOSE

To support technology goals, research and learning among the participants. To offer an exchange of information that promotes a knowledge-based 21st century global learning community where any student can learn at anytime and from anywhere.

DESCRIPTION AND METHODOLOGY

- This Project was established in June of 1998 through a memorandum of understanding between the Government of Canada, the Government of the Republic of Singapore, and the Government of the Commonwealth of Pennsylvania in the United States. Other members will be invited to join based on specific criteria.
- Establish and maintain a web site that serves as a common access point providing hyperlinks to each members educational/learning programs. This web site will "showcase" projects and innovations including selected K-12 examples. Every eight to twelve weeks a different member will maintain the web site.
- Develop a "Global Learning Consortium Vision" statement that will convey the concept of global strategies and solutions to support lifelong learning.
- Build upon existing bi-lateral agreements to share information, materials, and provide the expertise of each member's learning technologies.
- Develop virtual trans-border projects by connecting students and establishing a university consortium for collaborating on distance learning. Encourage and develop tele-learning and research experiences for K-12 students. Bring the K-12, university and business communities together for integrated projects.



SPECIAL CONSIDERATIONS

The Global Learning Consortium is an excellent strategy to share information with students on careers outside of their own country and encourage innovative lifelong learning.

RESULTS AND EFFECTS

This Project encourages shared, global learning. Access is available to K-12 education systems from member states.

Http://www.glc-cag.org/e/index.htm

For more information:
Http://www.glc-cag.org
/e/index.htm

XI. Charter Schools

Generally, students who complete high school have increased opportunities and are more successful. High school graduates have better jobs(Omni Dropout Study), higher income levels (Recipies for Success) and are less likely to be involved in crime. Assisting students who are identified as "at-risk" to complete school is a critical factor toward their success. As Colorado focuses on improving student achievement through academic content standards and stronger assessment practices, it is clear that more options are needed to address all students.

Charter schools appear to be an effective strategy to expand education opportunities for all students. The Colorado Charter School Act provides an avenue for parents, teachers and community members to create new, innovative and more flexible ways of educating all students within the public school system. The Act states "different pupils learn differently". This act seeks the creation of schools with "high rigorous standards for pupil performance" and emphasizes opportunities for "low-achieving" students. In Colorado, charter schools are public schools that are operated semi-autonomously by parents, teachers and/or community members. Each charter school is part of a public school district.

Refer to Appendix D at the back of this manual for examples of charter schools in Colorado that address specific "at-risk" populations, or are schools serving a variety of learners that have more of a "hands-on" approach to learning. Additional information on each of these schools and other charter schools across Colorado can be found through the Colorado Department of Education's web site at www.cde.state.co.us

"COLORADO CHARTER SCHOOLS" *A variety of school districts across Colorado*

PRIMARY TARGET POPULATION

All students — The Colorado Charter Schools Act states "different pupils learn differently". This legislation seeks the creation of schools with "high rigorous standards for pupil performance" and emphasizes opportunities for "low-achieving" students

DESCRIPTION AND METHODOLOGY

As Colorado focuses on improving student achievement through academic content standards and stronger assessment practices, it is clear that more options are needed to address all learners within the educational system.

- The Colorado Charter School Act provides an avenue for parents, teachers and community members to create new, innovative and more flexible ways of educating all students within the public school system.
- In Colorado Charter Schools are public schools that are operated semi-autonomously by parents, teachers and/or community members. Each charter school is part of a public school district.
- Some charter schools specifically address at-risk populations or are designed for all students with a more "hands-on" or exploratory approach to learning.

SPECIAL CONSIDERATIONS

Charter school applications are available through the Colorado Department of Education. A charter application must be submitted to the local school board for consideration and approval.

RESULTS AND EFFECTS

Generally, students who complete high school have increased opportunities and are more successful. High school graduates have better jobs(Omni Dropout Study,1998), higher income levels (Recipes for Success, 1999) and are less likely to be involved in crime. Assisting students who are identified as "at-risk" to complete school is a critical factor to their success.

Additional Contact Information:

Refer to Appendix D for examples of *Charter Schools in Colorado* that address a specific "at-risk" population or are schools serving a variety of learners and that have a more "hands-on" approach to learning. Additional information on each of these schools and other Charter Schools across Colorado can be found through the Colorado Department of Education's web site: http://www.cde.co.state.us/charter.htm

For more information:

Refer to Appendix D at the back of this manual.

XII. Colorado Workforce Center System

1876

The Workforce Investment Act (WIA-P.L. 105-220) reforms Federal employment, adult education, and vocational rehabilitation programs to create an integrated "one-stop" system. One-Stop Career Centers provide a single access point for both employers and job-seekers needing employment, training and/or education information and services. One-Stops exist in each of Colorado's 18 workforce development regions. The Centers are governed by Regional Workforce Boards, appointed by County Commissioners in the region. Boards are comprised of an employer majority and also include representatives from labor, human services, education and community-based organizations.

Through the Colorado Workforce Centers, a set of core services are provided to both employers and job seekers that meet the performance standards established by the state. Additional services are determined locally.

Colorado's One-Stop system is authorized by a 1997 state Executive Order. Initial funding is provided through a grant from the United States Department of Labor to implement the "one-stop" system. Oversight is provided by the Colorado Workforce Coordinating Council. (Refer to Appendix E for specific information on *One-Stop Career Center* locations in Colorado.)

"COLORADO WORKFORCE CENTER SYSTEM" Colorado/Regional

1876

Colorado
Workforce
Center
System

PRIMARY TARGET GROUP

- job search and placement for the universal job seeker
- recruitment, assessment, referral services for employers
- low income youth and adults
- dislocated workers
- older workers
- public assistance, individuals with disabilities

MAY ALSO BENEFIT

Individuals with barriers to employment

PURPOSE

The Workforce Centers provide a wide array of services to job seekers and employers under one roof. Job seekers can receive information on job openings, referral to jobs, self-help services for job search and resume writing. Individuals who are income eligible can receive more intensive services such as pre-employment training, skill training, supportive services, on-the-job training, basic skills training and job placement. Individuals who have been dislocated from their jobs through no fault of their own can receive job search skills training, resume preparation, upgrade skill training and placement assistance.

DESCRIPTION AND METHODOLOGY

The Workforce Centers use the combined resources of the Job Training Partnership Act, the Wagner-Peyser Act (Job Service), county funding and other funding depending on the county, to provide a broad array of services to the citizens of Colorado.

SPECIAL CONSIDERATIONS

There are a total of eighteen workforce regions in Colorado. Workforce Centers are in various stages of development in different areas of the state.

RESULTS AND EFFECTS

To prepare and assist Colorado workers to meet the demands of the highly dynamic labor markets in Colorado and to meet the needs of Colorado employers.

For more information:

Refer to Appendix E at the back of this manual.

When schools, families, communities and businesses work together, everyone prospers. Students get access to rich and rewarding learning experiences; communities gain healthy, accountable citizens; and businesses are assured of a well-prepared, competent workforce.

3

Family, Community & Business Involvement

BEST COPY AVAILABLE

THE SHRUNKEN WORLD . . .

If we could shrink the earth's population to a village of precisely 100 people, with all existing human ratios remaining the same, it would look something like the following. There would be:

57 Asians
21 Europeans
14 from the Western Hemisphere, both North and South
8 Africans

52 would be female
48 would be male

70 would be non-white
30 would be white

70 would be non-Christian
30 would be Christian

97 would be heterosexual
3 would be homosexual

6 people would possess 59% of the entire world's wealth and all 6 would be from the United States

80 would live in substandard housing

70 would be unable to read

50 would suffer from malnutrition

1 would be near death; 1 would be near birth

1 (yes, only 1) would have a college education

1 would own a computer

When one considers our world from such a compressed perspective, the need for both acceptance, understanding and education becomes glaringly apparent.

~ Internet E-mail: Unknown source

3. Family, Community & Business Involvement

The material in this section is being used with permission from the George Lucas Educational Foundation, and is excerpted directly from their publication Learn & Live, copyrighted 1997 – Patty Burness, Executive Editor; William Snider, Editor; and Roz Kirby, Randall Duckett, Jane Hartford, and Linda Chion-Kinney, Contributing Editors.

The intent of this section is to suggest that when schools and communities work together, everyone prospers. Students get access to rich and rewarding learning experiences; communities gain healthy, responsible citizens; and businesses are assured of a well-prepared workforce. This section first looks at how educators are creating new ways to work with family members, whose involvement is key to school success. Next, this section examines promising efforts in which community resources and social services are linked with schools, and schools, in turn, become centers for education and recreation for people of all ages. And finally, this section explores school-business partnerships aimed at producing graduates who meet high standards and are prepared to learn throughout their lifetimes. A common theme visited throughout this material demonstrates how technology can improve communication among all stakeholders who share responsibility for young people. For a listing of *"Electronic Resources,"* refer to Appendix F at the back of this manual.

In his introduction to Learn & Live, George Lucas states, "The challenge we face today is to translate our passion for education into action that reinvigorates public education. If we are successful, we can make a vast difference in the quality of life for our children, ourselves, and for future generations. Our leaders have to make difficult choices every day, dealing with issues as complex as health care, transportation, and infrastructure. We cannot afford to leave education out of the national debate. If we share a common love for learning throughout our lives, then the nation's enormous resources can be brought to bear in this important endeavor."

For additional information from the Learn & Live book and the accompanying documentary film, contact The George Lucas Educational Foundation at the following address:

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We've known since the early days of public education that children learn more when their families and schools work closely **together.** Mothers, fathers, and other relatives are a young person's first teachers, and they know their child's needs and interests best. The values they instill and the **support** they offer throughout the K–12 years are essential to success in school. Because parents and teachers have different perspectives on a child, their collaboration offers a greater possibility of releasing a student's true **potential.**

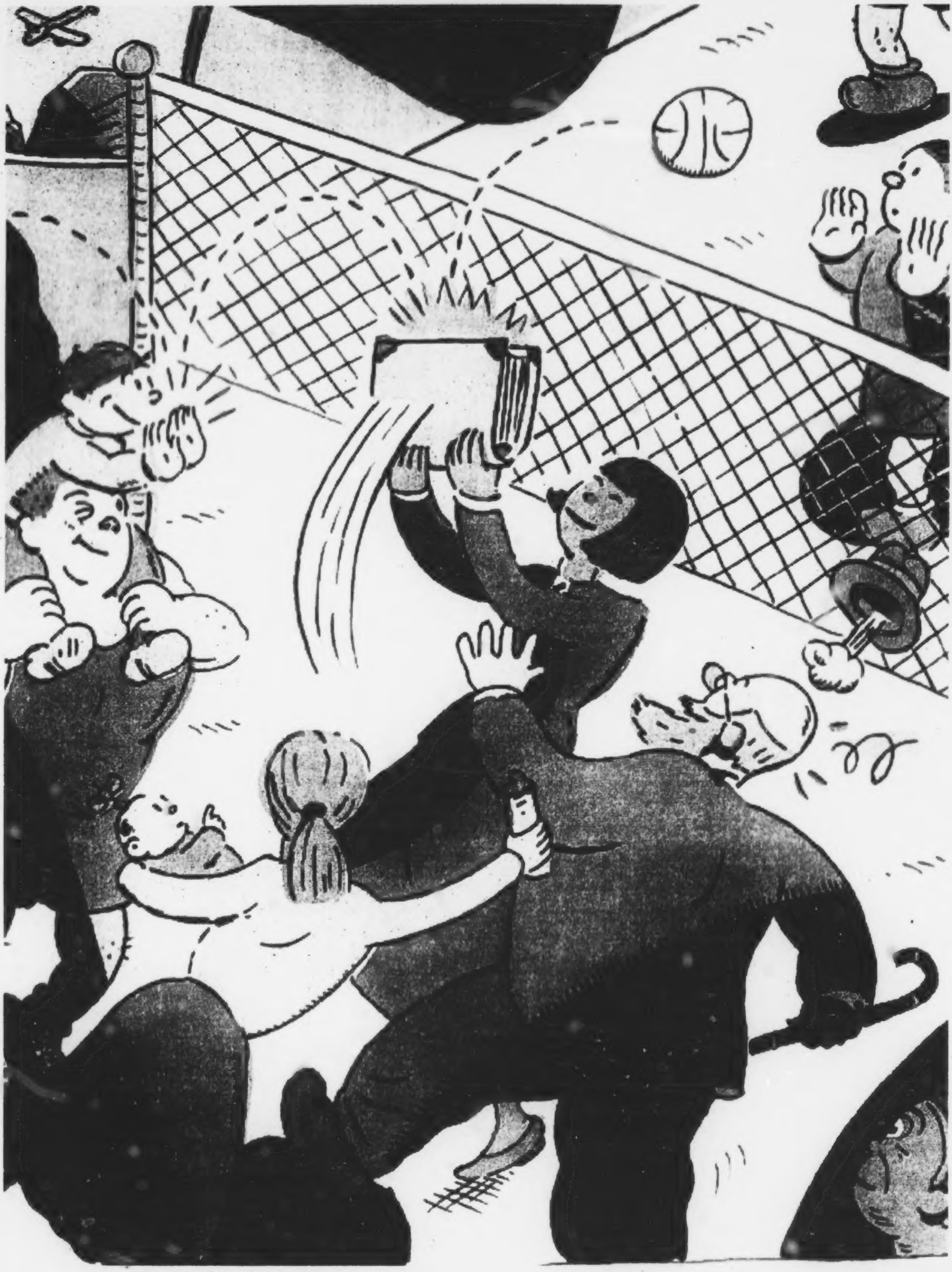
Yet, due in part to the traditional structure of schooling and in part to the hectic demands of modern life, family **involvement** in education is all too rare. It's not unusual for communication to be limited to report cards and complaints about a child's behavior. Neither teachers nor parents have adequate **channels** to share information that could make the difference in a child's learning. Most teachers, for example, still do not have telephones in their classrooms.

This chapter delves into efforts by parents and educators to build powerful **partnerships** on behalf of children. Schools and teachers are learning how to reach out to families and **welcome** their active participation in the classroom. They provide volunteer opportunities to make use of parents' skills and talents, and find ways to involve families more **directly** in their children's education.

Educators are working with mothers, fathers, and guardians to design learning plans that respond to the needs and interests of individual students. More broadly, site-based **management** creates a new avenue for parents to be actively involved in making decisions about everything from the school's mission to how technology should be integrated. Parents, in turn, are acting as a **force** for change, venturing into the community to explain educational concerns and building public support for schools.

Technology is proving very useful in supporting closer **collaboration** between homes and schools. Electronic bulletin boards and e-mail help increase **communication** between teachers and parents. As technology assumes a greater role in the learning process, it is becoming increasingly important for every child to have **access** to a computer at home. Not only do they extend the time for learning, but computers allow parents to conveniently review student work. A growing number of schools, some profiled in this chapter, are arranging for children and families to **borrow** equipment at little or no cost.

When children see their parents and teachers working together, it sends a clear and consistent **message** about the value of learning. Research and common sense tell us that a true partnership between schools and families results in a greater likelihood of **success** for students, both in school and beyond. ●



Imagine the Possibilities

BY NORRIS M. HAYNES AND JAMES P. COMER

the home-school team

Children learn best when the significant adults in their lives—parents, teachers, and other family and community members—work together to encourage and support them. This basic fact should be a guiding principle as we think about how schools should be organized and how children should be taught. Schools alone cannot address all of a child's developmental needs: The meaningful involvement of parents and support from the community are essential.

The need for a strong partnership between schools and families to educate children may seem like common sense. In simpler times, this relationship was natural and easy to maintain. Teachers and parents were often neighbors and found many occasions to discuss a child's progress. Children heard the same messages from teachers and parents and understood that they were expected to uphold the same standards at home and at school.

As society has become more complex and demanding, though, these relationships have all too often fallen by the wayside. Neither educators nor parents have enough time to get to know one another and establish working relationships on behalf of children. In many communities, parents are discouraged from spending time in classrooms and educators are expected to consult with family members only when a child is in trouble. The result, in too many cases, is misunderstanding, mistrust, and a lack of respect, so that when a child falls behind, teachers blame the parents and parents blame the teachers.

At the same time, our society has created artificial distinctions about the roles that parents and teachers should play in a young person's development. We tend to think that schools should stick to teaching academics and that home is the place where children's moral and emotional development should take place.

Yet children don't stop learning about values and relationships when they enter a classroom, nor do they cease learning academics—and attitudes about learning—when they are at home or elsewhere in their community. They constantly observe how the significant adults in their lives treat one another, how decisions are made and executed, and how problems are solved. All of the experiences children have, both in and out of school, help shape their sense that someone cares about them, their feelings of self-worth and competency, their understanding of the world around them, and their beliefs about where they fit into the scheme of things.

These days, it can take extraordinary efforts to build strong relationships between families and

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educators. Schools have to reach out to families, making them feel welcome as full partners in the educational process. Families, in turn, have to make a commitment of time and energy to support their children both at home and at school. The effort involved in reestablishing these connections is well worth it, as many communities across the country—including those we work with—are discovering. Our experience is that significant and meaningful parent involvement is possible, desirable, and valuable in improving student growth and performance.

A Starting Point The communities in which we are involved—mostly inner city neighborhoods—tend to start with relatively poor relationships between schools and families. Many of the parents experienced failure in their own school days and are reluctant to set foot inside their children's schools. Teachers commute to work and often know very little about the neighborhood outside the school. Before they can develop effective partnerships, educators and families in these communities first have to learn to trust and respect one another.

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Although it is less obvious, the same is true in more affluent communities. The lack of trust and respect can be seen in the growing numbers of parents choosing to enroll their children in private schools or educate them at home, and in the growing reluctance of voters to approve school-bond issues. At the same time, relatively few schools have open-door policies allowing parents to visit at any time, and parents who insist on playing an active role in their children's education are often branded as "troublemakers."

The starting point in any community is to create opportunities where parents and teachers can learn that they both have children's best interests at heart. We applaud the growing trend to decentralize decision making from central offices to individual schools because it creates opportunities for parents and educators to work together, making decisions about school policies and procedures. Some may see this arrangement as shifting power from school staff to parents—but it's not power shifting, it's power sharing. It is empowering all of the adults who have a stake in children's development.

Participation on school-based planning and management teams gives parents a chance to learn about the professional side of schooling—to understand the inner workings of curriculum, and instruction. It also allows them to educate school staff about the community and demonstrate that parents have much to offer if provided the opportunities to do so. Working together as full partners, parents, teachers, administrators, business people, and other community members can create an educational program that meets unique local needs and reflects the diversity within a school without compromising high performance expectations and standards. They can foster a caring and sensitive school climate that respects and responds to students' differences as well as their similarities.

A Wide Variety of Roles Besides participating in governance, parents can be involved in schools in many different roles. There are the traditional ways: encouraging children to complete homework, attending parent-teacher conferences, and being active members of their school's parent-teacher organization. There are also roles that require more commitment: serving as mentors, teacher aides, or lunchroom monitors, or providing assistance to schools and students in a myriad of other ways. At a time when schools are adopting curricula based on real-world problems and information, families can make a valuable contribution by sharing first-hand information about work, hobbies, history, and other personal experiences, either in-person or via a computer network. Perhaps most important, parents can simply take the time to go to their schools and observe, learning about what their children and their children's teachers are doing.

The hectic pace of modern life can make this kind of involvement seem out of reach for many parents. But there are positive signs that it is becoming more feasible. Employers, concerned about the quality of the future workforce, are starting to adopt policies that allow parents time off to participate on a school's planning and management team or volunteer time at regular intervals. And more schools are offering either daycare or preschool, which makes it easier for parents with young children to spend time at an older child's school.

This level of parent involvement in schools allows parents and staff to work together in

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respectful and mutually supportive ways, creating an environment where understanding, trust, and respect can flourish. At the same time, students get consistent messages from the important adults in their lives. When children observe that home and school are engaged in a respectful partnership for their benefit, they are likely to develop more positive attitudes about school and achieve more, compared to situations in which school and home are seen as being worlds apart.

Better Lines of Communication Regardless of a parent's direct involvement in school activities, it is vital for parents and teachers to communicate effectively with one another. Each has a piece of the picture of a child's development, and each can be more effective when information is shared. Constant communication helps to ensure that both schools and homes are responsive to a child's unique needs and therefore support his overall development.

Some of this interaction should be face-to-face, either at the school, at home, at the parent's worksite, or at another convenient location. It must be considered an integral part of schooling, and adequate time must be provided during regular working hours for school staff to carry it out. At the same time, this communication must be recognized as a critical part of parenting, and parents must make the commitment to meet periodically with their children's teachers.

Technology can allow educators and parents to be linked into a sturdier web of mutual support than ever before. Schools and homes can be connected through computer networks that allow them to freely share information, via electronic mail and bulletin boards, 24 hours a day, year-round. It's not hard to imagine a time in the near future when all parents at home will be able to quickly call up information such as a student's schedule for the week, current assignments, and suggestions from teachers about what they can do to support learning goals at home. They'll be able to review what the child has been doing by looking at actual samples of school work that have been collected in an electronic portfolio.

To ensure that everyone, regardless of income or other circumstances, has equal access to such electronic tools, some schools work with businesses and other partners to create computer lending programs for families. All schools should consider creating similar programs. The needed computers should also be available to parents at a variety of public settings like schools, libraries, and government buildings, and there should be free or low-cost classes to teach educators and parents how to use them to foster learning.

When children observe that home and school are engaged in a respectful partnership for their benefit, they are likely to develop more positive attitudes about school and achieve more, compared to situations in which school and home are seen as being worlds apart.

The establishment of computer networks linking schools and homes fits neatly with another positive trend we've noticed: more and more schools are broadening their mission to provide educational services for their entire community. Lifelong learning is rapidly becoming a requirement for success in the modern world. Parents and other community members can either attend classes at a school or study at home using distance learning technologies, with content supplied by their local school or by one miles away. Through these networks, parents can not only advance their own education, but also demonstrate for their children that adults need to keep working at learning, too.

But the biggest winners are the children. When we walk into a school and see parents and teachers working together, in all sorts of roles, it's a sure sign that the school challenges the very best in students and helps all, regardless of race, class, or culture, to realize their fullest potential. ●

From the Front Lines

BY MARY D. COLÓN

parent with a purpose

When people ask me what made me become so involved in my kids' schools, or why I started fighting for something so "hopeless" as education reform, I joke about growing up Irish Catholic and being driven by guilt to make the world a better place. But, the truth is, it was concern for my daughters, their friends, my nephew—people I knew personally. I'm not sure what makes me stay involved in something that, at times, can drive me crazy with frustration. I think it's hope—genuine hope that things have changed for the better and will continue to do so.

I've been involved in the schools here in Minneapolis since the oldest of my two daughters started preschool. She's now a sophomore in high school and my youngest is an eighth grader. When I first started as a parent volunteer, I was asked to do all the things that schools have traditionally asked of parents: PTA, fundraising, tutoring, and chaperoning field trips.

My girls flourished in school, but my nephew, who is the same age as my oldest daughter, was failing. His mother was terrified of teachers and principals and didn't trust the system because she had failed out of it at 14. She asked me to help.

I didn't realize it at the time, but her fear and distrust woke me up—it made me realize that there were many others like her and pushed me across some invisible boundary of parent involvement. I began asking about the types of services schools had available to help kids like my nephew. I found that individual teachers cared and tried to do what they could, but they didn't know how to make the system work for him any more than we did. They were tired and frazzled, dealing every day with hundreds of kids whose problems they couldn't solve. They suggested I go to the county social service system for help. I found that the county system and the school system worked in separate, fragmented, and openly territorial ways, often battling each other for dollars and turf. I didn't think there was any way to change that, so I just kept attending conferences with my nephew's teachers and helping however I could.

By the time my oldest daughter and my nephew reached middle school, she was an "A" student and he was in a "Level IV Behavior Program"—code for the kids the system can't handle. Eventually, a school social worker wrote a letter to the county, and he was referred to a mental health program. The program proceeded to cancel appointments for the next six weeks until I went in and refused to leave until someone saw him. My nephew finally got help, and I decided then and there that I would fight to make mental health a priority area in the schools.

My opening came through a new policy called "site-based management," under which many decisions were decentralized from the district offices of the Minneapolis Public Schools to local

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school buildings. A few years earlier, each school had been required to create a leadership team that included parents, as well as administrators, teachers, and other community members. The change to self-governance was frightening for those who were used to doing what they were told,and some teachers, principals, and even parents resisted the new policy.

So I was surprised when my husband and I went to an Open House for parents at my daughter's new school, Northeast Middle School. We were greeted warmly by the principal and staff at the door. They invited everyone who attended to join a new partnership called the Building Leadership Team.

Our team, comprised of 26 parents, teachers, administrators, business people, and students, put our heads, skills, and backgrounds together to address issues critical to the school. Finally, we were being asked to do more than sell chocolate for fundraising.

Our team, comprised of 26 parents, teachers, administrators, business people, and students, put our heads, skills, and backgrounds together to address issues critical to the school.Finally, we were being asked to do more than sell chocolate for fundraising. That first year was tough, as parents and educators tried to find equal footing on new ground. We received leadership and problem solving training from our school district and our business partner, AT&T. We had to learn to trust and respect each other. Ultimately, we found common ground because every member of the team was committed to viewing all students as our kids.Every decision we made was measured against the yardstick of:"Is this the best thing for our kids?"

Our team has accomplished a lot over the past several years. The project I'm proudest of is the Resource Center, which offers our students and their families on-site medical and mental health services, job-training and placement resources, parenting skills classes, adult education, after school activities, academic tutoring, family outreach programs, and emergency assistance (money, shelter, food, legal aid, and childcare). It wasn't created in time to help my nephew, but it has helped hundreds of other kids and their families.

Another important team initiative is bringing new technologies into the school. A homework hotline and voice mail system now allows parents to monitor assignments and leave extended messages for school staff. AT&T is wiring the building for classroom telephones and connections to the Internet. The company has also donated computers that help Resource Center staff document the use of Northeast's health and social services.

My nephew and my daughters have moved on from middle school to high school, where I've become vice chairperson of the Parent Leadership Team. The high school has also hired me as a part-time family outreach person.I help kids with reading, and I also keep in constant touch with parents by phone and through home visits. Sometimes they get angry when I raise concerns with them about their children, but mostly they are tickled to death to hear from me. Their lives and those of their kids are often out of control and they're grateful to have another parent there to help.

There is a line in Alice Walker's novel, The Color Purple, that captures what it is about kids that makes me want to work hard for them. In the book,the main character, Ceely, has led a hard life full of abuse,neglect, violence, poverty, and racism. While talking to the first real friend she's ever had, she muses: "I think God gets pissed at us when we walk by the color purple and don't even see it."

Kids are like the color purple. Teachers, administrators, and parents are often too busy or too tired to see the potential and beauty in them. We forget that, ultimately, it's about all of our kids—about trying to make sure that they succeed academically and socially, about seeing the color purple before it fades. ●

Mary D. Colón[3] is the co-chair of Redesign, an initiative to expand the Resource Center model throughout Hennepin County, Minn.

Snapshots

A Democratic Alternative

Graham & Parks Alternative Public School in Cambridge, Mass., was established in 1972 in response to lobbying by parents who were dissatisfied with traditional educational practices. "We were committed to creating a democratic learning community right from the start," principal Len Solo says.

For about 25 years, parents and teachers have worked collaboratively to operate the school, which has an enrollment of 380 students in kindergarten through eighth grade. The result is an educational program that meets the academic, social, and emotional needs of individual students. Instead of traditional classes grouped strictly by age, for instance, students are grouped in multi-age classes where they stay for two years with the same teacher. This permits parents, teachers, and students to develop stronger relationships.

Parents also contribute time and expertise to the school's daily life. They serve as room parents, help produce the school's literary magazine, help set up community service activities, and contribute in a myriad of other ways. "I really enjoy being able to come into school every morning to work with computers and with my sons and other students," says parent Bob Filmore. "They get the idea that parents support them and the school, so they work harder and do better." A full-time parent coordinator reaches out to parents who may be reluctant to become involved. She also conducts orientations and supports volunteers. ●

Graham & Parks Alternative Public School
Cambridge School Department, 15 Upton Street,
Cambridge, MA 02139 **Contact:** Len Solo, Principal •
Phone:(617) 349-6612 • Fax: (617) 349-6615 •
E-mail:solo@puck.rosa.parks.cambridge.k12.ma.us •
URL: http://puck.rosaparks.cambridge.k12.ma.us/

Parents as Students

When parents told Charles Mingo, principal at DuSable High School in Chicago, that they were afraid to volunteer at school because they hadn't graduated themselves, he turned what could have been an impediment into an opportunity.

'Seeing parents at the school regularly and having them in class inspires our students, parents, and staff."

Since 1993, the school has allowed parents to earn their diplomas and volunteer in their children's school at the same time. Under the Parent Academic Success Service (PASS) program, parents who left school in the 11th or 12th grade can simply re-enroll at DuSable as regular students subject to the same behavioral and performance expectations as their teenagers. "The parents, just by being there, help to keep classes calm and provide our teenaged students with strong adult role models," says parent coordinator Mary Jones.

DuSable recognizes that its older students have special needs. A full-time parent program coordinator meets with them regularly and helps resolve problems that arise from their dual roles as parents and students.

DuSable was able to establish PASS because, like other Chicago schools, it is run by a local school council composed of the principal, six parents, two teachers, and two community members. Approximately 20 parents participate in PASS each year, but its impact goes far beyond numbers. Other parents respond to PASS as a symbol of the school's commitment to taking their needs and ideas seriously. The school gets good attendance at workshops and meetings designed to connect families to services, help parents support learning, and keep them informed. "Seeing parents at the school regularly and having them in class inspires our students, parents, and staff," the principal says. ●

DuSable High School Chicago Public
Schools,4934 South Wabash, Chicago,
IL 60615 **Contact:** Mary Jones, Parent
Coordinator • Phone:(312) 535-1100 •
Fax: (312) 535-1004 •
E-mail:maryj@dusable.cps.k12.il.us •
URL:http://www.dusable.cps.k12.il.us

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Making Points for Parent Involvement

In searching for a way to make parent involvement more effective, educators at Turnbull Learning Academy decided to develop a list of the most critical activities that parents should do. Then they assigned points to each activity, which range from helping children track assignments to volunteering at school. Finally, they asked families who choose to enroll their children in the school to commit to earning 18 points worth of school-involvement credits each month to support their children's learning. "Parents won't participate in schools just to participate. They'll do it to help their children perform better academically," says co-principal Barbara Adams.

Turnbull, a magnet school in San Mateo, Calif., adopted its emphasis on family involvement in 1993 in conjunction with a redesign of its buildings and educational programs. Teachers have noticed that reading skills improve more quickly when students can count on active family involvement. The regular presence of parents at this 300-student school has also created a stronger sense of community. "Naturally, when parents gather the talk turns to how their kids are doing in school and how they can help one another," says J.B. Tengco, the liaison for Partners in Innovation, an organization that helps Turnbull with its community programs. Parents formed a group to trade services like babysitting, mechanical work, and translation help, so they can spend more time helping their children learn. ●

Turnbull Learning Academy San Mateo-Foster City School District, 715 Indian Avenue, San Mateo, CA 94401
Contact: Evelyn Taylor or Barbara Adams, Co-Principals • Phone: (415) 312-7766 • Fax: (415) 312-7729

A Vision Realized

Maplewood K-8 School Edmonds School District, 8500 200th Street SW, Edmonds, WA 98026
Contact: Laurie Gerlach, Public Relations Coordinator • Phone: (206) 670-7515 • Fax: (206) 670-7519 • URL: http:// mwel.edmonds.wednet.edu

Parents who choose to enroll their children at Maplewood K-8 School in Edmonds, Wash., agree to give 90 hours each year, mostly in teaching roles under the guidance of a classroom teacher. Under the Parent Cooperative Education Program (PCEP), each school year begins with a meeting between the teacher and a parent room-coordinator to determine how parents will be a part of curriculum planning and implementation. Working with the classroom teacher, parents select lessons that best suit their skills. These lessons, called "rotations," take place in the core academic areas as well as elective areas, such as foreign language, art, and advanced science. Groups of six to eight students spend part of their day moving from one rotation to another. "With these rotations, students get the individual attention they need," says Laurie Gerlach, a parent who serves as public relations coordinator at this 470-student school.

Many area employers have agreed to flexible schedules to allow parents to participate in the school. When parents have a scheduling conflict, they can arrange for a substitute parent, sometimes even a grandparent. Those families who are unable to participate in teaching rotations help with activities outside of the classroom, such as organizing assemblies and chaperoning field trips. ●

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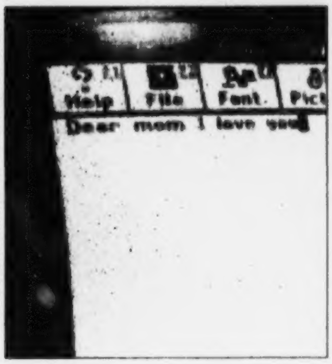
Computers in Every Home



West Des Moines Community School District, West Des Moines, IA

While many dream of the day when all students will have computers in their homes, it's a reality today in many of Indiana's fourth- and fifth-grade classrooms. Thanks to The Buddy System Project, a state-sponsored program, selected schools across the state are able to provide families of fourth and fifth graders with a computer, modem, printer, and training in how to use them. The technology allows students to reinforce and extend skills learned at school and creates a new kind of connection between school and family.

"With e-mail, teachers let parents know instantly if a child had a good day or needs help. Even posting assignments electronically allows parents much greater involvement than sending work home with the child," says Candace Swanson, principal of Solon Robinson Elementary School in Crown Point, Ind., a participant in The Buddy Project.

Solon Robinson teachers post discussion questions for parents to explore with their children and suggest ways that parents can reinforce learning at home. Students and parents can work together on activities like developing a spreadsheet for a monthly food budget. "The parents of my students now have much more say in how their children learn in my class and a better understanding of how I teach," says Carolyn Vertesch, a teacher and Buddy site coordinator.

Although the project is primarily intended to benefit children, its effects can be far-reaching. "One of the most exciting things is seeing parents enhance their own careers as they learn these new skills along with their children. I've seen it transform lives," says Nancy Miller, implementation manager for The Buddy System Project. ●

"With e-mail, teachers let parents know instantly if a child had a good day or needs help..."

The Buddy System Project Corporation for Educational Technology, 17 West Market Street, Suite 960, Indianapolis, IN 46204 **Contact:** Alan Hill, President • Phone: (317) 464-2074 • Fax: (317) 464-2080 • E-mail: ahill@vonnegut.buddy.k12.in.us • URL: http://www.buddy.k12.in.us/

A Community-Wide Committee

"Our town is small, so the families here just seem to feel like everyone is needed to make the school work," says Chris Farley, mother of three students in the Flambeau School District, which serves 700 students in a rural community in Wisconsin. More than three-fifths of all households have participated in focus groups that set educational priorities in the district. Begun in 1994, the project, known as the Flambeau Action Committee on Education for Tomorrow, brings together family members, educators, and local officials to redesign the community's education system.

"The families in this community learned about education reform through the focus groups, but they have also taken to these groups as a way to make certain that their interests are identified and prioritized in the school," says Chuck Ericksen, Flambeau's full-time community education director. The result has been an emphasis on skills identified by the community as essential to their children's success. While these include the usual competency in math, reading, and writing, parents also identified problem solving, critical thinking, and creativity as equally important. "The parents here saw the need to transform their kids into self-reliant learners," says Ericksen.

Parents and other adult family members routinely offer their time and knowledge to support school activities. For instance, family members helped set up 360 classroom computers and wire dedicated ISDN lines to provide fast connections to the Internet. ●

Flambeau School District PO Box 86, Tony, WI 54563 **Contact:** Chuck Ericksen, Community Education Director • Phone: (715) 532-7760 • Fax: (715) 532-5405 • E-mail: erickson@centuryinter.net

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Parents Helping Parents

"We teach our parents to help each other, because they understand this community and its needs better than any outsider," says Teresa Martiato, coordinator of the Referral and Information Network (RAIN) at Fienberg-Fisher Elementary School in Miami Beach, Fla. RAIN was created in 1991 after a survey of families identified access to information as the most pressing need in this mostly Spanish-speaking, low-income community. "Many families here come from countries where they have to accept what's given to them. Our program helps them understand what their rights are in this country," explains Martiato, who started as a parent volunteer herself.

RAIN provides parents with 40 hours of training that is part class instruction and part community outreach. Families learn how to locate community resources, how to better support their children's learning, and, eventually, how to train other parents. Parents staff a RAIN room at the school that serves as a center for the program's activities. "The program has given our families active voices in our community. The kids have performed better because they see that their parents care," says Annette Weissman, assistant principal. ●

Fienberg-Fisher Elementary School
Dade County Public Schools,
1420 Washington Avenue, Miami
Beach, FL 33139 **Contact:** Grace Nebb,
Principal • Phone: (305) 531-0419 •
Fax: (305) 534-3925

The Sum of Parental Involvement

On any given day, dozens of parents and other family members can be found at Emma E. Booker Elementary School in Sarasota, Fla., assisting in classrooms, meeting with service providers, or helping with special events. The school's unusually high level of family involvement is credited to the School Development Program (SDP).

SDP, developed by Dr. James Comer and the Yale Child Study Center, is designed to overcome the mistrust and misunderstanding often found between families and educators in inner city schools. The effort to build these relationships starts right at the top: Parents help set the school's direction as members of a Planning and Management team whose composition reflects the school's multiracial community.

Emma E. Booker Elementary School Sarasota
School District, 2350 Martin Luther King Jr. Way,
Sarasota, FL 34234 **Contact:** Gwendolyn Rigell,
Principal • Phone: (941) 361-6480 •
Fax: (941) 361-6484

Booker Elementary, which serves 820 students, has been using the SDP approach since it opened in 1990. To encourage readiness for school and early parental involvement, Booker identifies children as young as two who need extra help and could benefit from its pre-K programs. After kindergarten, students stay with the same set of teachers for three years in multi-age groups that allow greater familiarity between parents, teachers, and children. Families are continually invited to the school to see their children take part in monthly school-wide presentations, to recognize student achievement, and for school and social functions.

This welcoming atmosphere makes it easier for Booker to stress another Comer concept: serving the needs of the child by serving the family. To support families and help them better provide for their children, 27 agencies provide services on-site, including a computer training program, a variety of health care programs, and a literacy program to develop parents' reading and writing skills. The sum of all this family involvement is clear to parent Connie Ruby: "My kids feel special here because everyone knows who I am." ●

ACCESS TO INFORMATION

Organizations

Center for the Study of Parent Involvement **Description:** A national information clearinghouse created in 1973. **Purpose:** To strengthen home-school partnerships. **Activities:** Provides training and technical assistance to families, educators, and community leaders. Conducts research on parent involvement programs. Sponsors conferences and workshops; publishes a newsletter, Apple Pie; and develops curricula on family involvement for teacher-credentialing programs. **Contact:** Dan Safran, Director • Center for the Study of Parent Involvement, John F. Kennedy University, 12 Altarinda Road, Orinda, CA 94563 • Phone: (510) 254-0110 • Fax: (510) 254-4870 • E-mail: dsafran@jfku.edu

> "It's very simple. When teachers see that you are actively involved in your child's education, they are more motivated because they know their efforts are supported at home. When that happens, it all seems to come togther."
>
> Kenyatta Redwood • School Assistant, White Career Academy, Chicago Public Schools

Oak View Charter School, Chula Vista, CA • Photo by Matthew Rinaldi

Hand in Hand **Description:** A national public education campaign sponsored by the Mattel Foundation. **Purpose:** To encourage family participation in schools. **Activities:** Sponsors a national "Take Our Parents to School Week;" coordinates media events that promote time off work for parents to participate in schools; and develops coalitions of parents, educators, and public officials in eight cities, including San Antonio, Philadelphia, Portland, and Birmingham. Publishes guides and other materials that help parents and teachers work together. **Contact:** Wendy Russell, Field Director • Hand in Hand, 1001 Connecticut Avenue NW, Suite 310, Washington, DC 20036 • Phone: (800) 953-HAND • Fax: (202) 872-4050 • E-mail: hand@iel.org

Hispanic Policy Development Project **Description:** An advocacy resource group for Hispanic parents and families. **Purpose:** To increase the involvement of Hispanic families in the educational system. **Activities:** Advises schools on ways to improve family-school partnerships. Publishes informational pamphlets and bilingual books for families to read to kids. Produces reports, including, Together is Better, which analyzes why some parent involvement programs work and others don't. **Contact:** Siobhan Nicolau, President • Hispanic Policy Development Project, 36 East 22nd Street, 9th Floor, New York, NY 10010 • Phone: (212) 529-9323 • Fax: (212) 477-5395 • E-mail: Siobhan96@aol.com

Home Instruction Program for Preschool Youngsters USA (HIPPY) **Description:** An international network of families and educators. **Purpose:** To help families create home environments that help preschool children learn and get prepared for school. Focuses on involving hard-to-reach families that have low incomes and low levels of education. **Activities:** The HIPPY national office publishes and distributes activity packets. Local programs conduct home visits and group meetings for families. **Contact:** Miriam Westheimer, Executive Director • Home Instruction Program for Preschool Youngsters USA, Teachers College, Columbia University, 525 West 120th Street, Box 113, New York, NY 10027 • Phone: (212) 678-3500 • Fax: (212) 678-4136

Institute for Responsive Education (IRE) **Description:** A nonprofit, public-interest research and advocacy organization founded in 1973. **Purpose:** To promote citizen participation in educational decision making as the foundation of school improvement. **Activities:** IRE provides research, policy development, and on-site technical assistance to support family-school-community partnerships and school improvement. Sponsors the League of Schools Reaching Out, an international network of 90 schools working to improve learning through partnerships between families and communities. Publishes a journal, New Schools, New Communities. **Contact:** Tony Wagner, President • Institute for Responsive Education, Northeastern University, 50 Nightingale Hall, Boston, MA 02115 • Phone: (617) 373-2595 • Fax: (617) 373-8924 • E-mail: t.wagner@nunet.neu.edu

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National Asian Family-School Partnership Project **Description:** A network of family advocacy programs sponsored by the National Coalition of Advocates for Students. **Purpose:** To support the involvement of immigrant Asian families in public schools. **Activities:** Supports pilot projects in six cities that connect families to social service agencies, provide translators, and organize retreats. Each project focuses on different Asian immigrant groups. The national organization brings educators together with Asian families, offers workshops to help bridge the cultural gap between immigrant families and public schools, and establishes parent groups to represent Asian concerns in the schools. It also hosts conferences and publishes books and a newsletter, Network News, to help promote these initiatives. **Contact:** Bouy Te, Project Director • National Asian Family-School Partnership Project, National Coalition of Advocates for Students, 100 Boylston Street, Suite 737, Boston, MA 02116 • Phone: (617) 357-8507 • Fax: (617) 357-9549

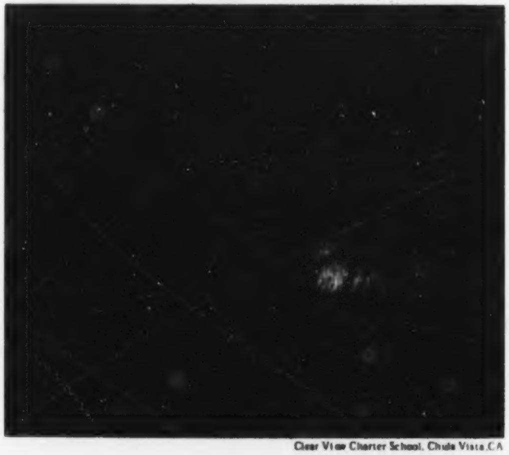
National Coalition for Parent Involvement in Education (NCPIE) **Description:** A coalition of major educational associations and child-advocacy groups. **Purpose:** To encourage the involvement of families in education and to foster relationships between homes, schools, and communities. **Activities:** Provides resources and legislative information to membership organizations to help promote parent involvement. **Contact:** Sue Ferguson, Chairperson • National Coalition for Parent Involvement in Education, 1201 16th Street NW, PO Box 39, Washington, DC 20036 • Phone: (202) 822-8405 • Fax: (202) 872-4050 • E-mail: ferguson@iel.org

> "When well implemented, these six types of family involvement help schools reach important goals: parenting, communicating, volunteering, helping children learn at home, participating in school decisionmaking, and collaborating with the community."
>
> Joyce Epstein, Director, Center on School, Family, and Community Partnerships, The Johns Hopkins University

The National PTA **Description:** National child-advocacy organization. **Purpose:** To promote the welfare of children in the home, school, and community, bringing parents and teachers together to cooperate in the education of children. **Activities:** Publishes materials for families and PTA leaders and supports affiliated local and state chapters in schools throughout the country. Offers training and leadership programs at national and state levels, and sponsors conferences on increasing the role of parents in education. **Contact:** Patty Yoxall, Director of Public Relations • The National PTA, 330 North Wabash Avenue, Suite 2100, Chicago, IL 60611 • Phone: (312) 670-6782 • Fax: (312) 670-6783 • URL: http://www.pta.org

National Urban League (NUL) **Description:** A nonprofit, community-based, social service and civil rights organization founded in 1910 with 114 affiliates in 34 states and the District of Columbia. **Purpose:** To assist African-Americans achieve economic and social equality. **Activities:** Provides information and training to families, educational administrators, and policy makers about issues that affect African-Americans. Sponsors employment and career-development programs. Supports research and outreach to increase public awareness of the conditions of African-Americans and to build bridges between different races in a pluralistic society. With a grant from the Pew Charitable Trusts, NUL is developing academic benchmarks to help parents measure their children's progress. **Contact:** Hugh Price, President and Chief Executive Officer • National Urban League, 500 East 62nd Street, New York, NY 10021 • Phone: (212) 310-9011 • Fax: (212) 755-2140 • URL: http://www.nul.org

Parent Institute for Quality Education (PIQUE) **Description:** Advocacy institute for parents and families. **Purpose:** To help families become effective partners in their children's education. **Activities:** Offers training courses to parents covering topics requested by families, including ways to help their children learn both at school and home, how to get the most out of parent-teacher conferences, and how school systems function. PIQUE reaches out to all communities, with an emphasis on immigrants who may have different cultural expectations of schools or whose own education was curtailed at an early age. **Contact:** Patricia O. Mayer, Executive Director • Parent Institute for Quality Education, 6306 Riverdale Street, San Diego, CA 92120 • Phone: (619) 285-9905 • Fax: (619) 285-0865



Clear View Charter School, Chula Vista, CA

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Parents' Educational Resource Center (PERC) Description: Membership organization of more than 2,000 families and professionals established in 1989 by the Charles & Helen Schwab Foundation. **Purpose:** To provide families with information and guidance relating to learning disabilities. **Activities:** Provides information and referral services by telephone or at the Center. Offers outreach seminars to San Francisco Bay Area communities. Maintains a resource library and publishes the Parent Journal. **Contact:** Amy J. Hughes, Program Director • Parents' Educational Resource Center, 1660 South Amphlett Boulevard, Suite 200, San Mateo, CA 94402 • Phone: (415) 655-2410 • Fax:(415) 655-2411 • E-mail: perc@netcom.com

Center on School, Family, and Community Partnerships Description: Research and development organization. **Purpose:** To study how families,schools,and communities can work together to strengthen their relationships and improve student performance. **Activities:** Conducts research,analyzes policies, and publishes information. Their National Network of Partnership-2000 Schools helps schools and states improve school-family-community connections. **Contact:** Joyce L. Epstein, Director • Center on School, Family, and Community Partnerships, Johns Hopkins University, 3505 North Charles Street, Baltimore, MD 21218 • Phone: (410) 516-8800 • (410) 516-8890 • E-mail: sfc@scov.csos.jhu.edu • URL: http://scov.csos.jhu.edu/p2000/p2000.html

School Development Program (SDP) Description: Established in 1968 as a collaboration between Yale University and the New Haven Public Schools,this school-improvement program is now used in more than 300 schools nationwide. **Purpose:** To build support systems between families and school staff, creating a better learning environment for students both at school and home. **Activities:** Helps school districts create and implement a healthy learning environment for the entire community based on three key strategies: a comprehensive school plan to address academic achievement,social environment,and public relations; staff development; and evaluation and modification of the plan to incorporate changes. Also publishes a newsletter, Newsline. **Contact:** Norris M. Haynes, Associate Professor and Director of Research • School Development Program, Child Study Center, Yale University, 230 South Frontage Road, New Haven,CT 06520 • Phone:(203) 785-2548 • Fax:(203) 785-3359 • E-mail:haynesnm@maspo1.mas.yale.edu

Parents for Public Schools, Inc. Description: A national organization with community-based chapters in 20 states. **Purpose:** To support enrollment in public schools and to provide families with a voice in developing education policy. **Activities:** Supports the formation of chapters in individual communities to work closely with superintendents, real estate agents,civic leaders,and the media. Chapters inform the community about public school programs and issues that affect the schools. Some chapters hold community forums on topics such as school finance and school safety; publish guides and newsletters; offer tours of local schools to parents; or set up committees that give families a voice in setting local educational priorities. **Contact:** Kelly Butler, Executive Director • Parents for Public Schools, Inc.,PO Box 12807, Jackson,MS 39236 • Phone:(800) 880-1222 • Fax: (601) 982-0002 • E-mail: PPSchapter@aol.com

Periodicals

Children's Software Revue Description: A bimonthly newsletter for teachers and parents. **Focus:** Provides evaluations of children's software products to promote better use of technology at school and in the home. Software is field-tested by families, teachers, and students. **Publisher:** Active Learning Associates,Flemington,NJ • Phone: (800) 993-9499.

Education Today Description: Complimentary newsletter published eight times a year. **Focus:** Keeps parents informed about school reform. Each issue focuses on a popular area of concern, such as communicating with schools or supporting learning at home. Includes reviews of relevant publications and resources. **Publisher:** Educational Publishing Group, Boston,MA • Phone: (800) 927-6006.

> "Much of the time, the problem between schools and families is simple fear. The families we work with are often afraid to approach teachers or administrators. They don't realize that educators, too, are often afraid to reach out to families from unfamiliar cultures."
>
> Bouy Te, Project Director, National Asian Family School Partnership, National Coalition of Advocates for Students

Exceptional Parent Description: A monthly magazine for parents and educators. **Focus:** Explores issues of concern to families raising children and young adults with disabilities, as well as the professionals who work with them. Topics range from assistive technologies and classroom environments to health issues and family life. **Publisher:** Psy-Ed, Brookline,MA • Phone: (800) 247-8080

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KidsVoice Alert Description: Quarterly newsletter. **Focus:** Provides updates on developments in California public schools for members of KidsVoice, a grassroots parent organization. Tracks legislation, changes in school district policy, and new publications of interest to families and children. **Publisher:** KidsVoice, San Rafael, CA • Phone: (415) 721-4204.

Family PC Description: A magazine for computer-using families. **Focus:** Provides reviews of hardware and software,including educational products. Articles and columns offer resource information and ideas for family use of multimedia technologies. **Publisher:** Family PC, Des Moines, IA • Phone: (800) 413-9749.

Readings

Chavkin, Nancy F., ed. **Families and Schools in a Pluralistic Society.** State University of New York Press: Albany, NY, 1993. Phone: (800) 666-2211. ● Written by educational researchers,this compilation of articles examines the role of the family in schools. It presents research and current practices and offers strategies to increase minority parent involvement.

Harvard Family Research Project. **Raising Our Future: Families, Schools, and Communities Joining Together.** Harvard Family Research Project,Graduate School of Education,Harvard University: Cambridge,MA,1995.Phone: (617) 496-4304. ● Provides parents, educators,and community leaders with profiles of more than 80 family involvement programs around the country. Also includes a comprehensive listing of resources, organizations, and publications.

> "When parents are involved in their children's education at home, their children do better in school. When parents are involved at school, their children not only go further, the schools become better for all children."
>
> Anne T. Henderson / Education Policy Consultant, Center for Law and Education

Rutherford, Barry, ed. **Creating Family/School Partnerships.** National Middle School Association: Columbus, OH, 1995. Phone: (800) 528-6672. ● Provides a review of research and literature on family and community involvement with schools at the middle-grades level. Gives educators,parents,and community members summaries of programs and strategies that increase parent and community participation in education, including home activities and involvement in partnership and school restructuring efforts.

Kellaghan, Thomas, Kathryn Sloane, Benjamin Alvarez, et al. **The Home Environment and School Learning: Promoting Parental Involvement in the Education of Children.** Jossey-Bass: San Francisco, CA, 1993. Phone: (800) 956-7739. ● Directed toward educators and policy makers, this book presents research showing that the home environment has more of an impact on student learning than socioeconomic status or cultural heritage. It provides examples of ways parents can be helped to support their children and promote learning.

Levine, James A. and Edward W. Pitt. **New Expectations: Community Strategies for Responsible Fatherhood.** The Families and Work Institute: New York, NY, 1995. Phone: (212) 465-2044 ext.237. ● A resource book that outlines strategies,identifies programs,and recommends readings that encourage greater paternal involvement in children's education.

Comer, James P., Norris M. Haynes,Edward T. Joyner, et al., eds. **Rallying the Whole Village: The Comer Process for Reforming Education.** Teachers College Press: New York,NY, 1996. Phone: (800) 575-6566. ● Explores the theory and practice of the renowned School Development Program that links parents and educators in support of children.

Henderson, Anne T.,and Nancy Berla, eds. **A New Generation of Evidence: The Family is Critical to Student Achievement.** National Committee for Citizens in Education: Washington,DC, 1994. Phone: (202) 462-7688. ● This report describes and analyzes the research on collaborations among families, communities,and schools. Concludes that schools must plan and sustain efforts to involve families.

Rioux, J. William,and Nancy Berla. **Innovations in Parent & Family Involvement.** Eye on Education: Princeton Junction, NJ,1993. Phone: (609) 395-0005. ● Describes parent involvement programs across the country for preschool through grade 12 in rural, suburban,and urban areas. Includes descriptions of program goals and the schools and communities involved, evaluations, and contact information.

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> *"Many minority parents are unfamiliar with the expectations of schools, and many teachers and administrators are unfamiliar with the parenting practices and cultural strengths of minority families. If children are to achieve their potential, parents and schools must understand each other's cultures, goals, hopes, and needs."*
>
> Siobhan Nicolau,[8] President, Hispanic Policy Development Project

Shore, Kenneth. **The Parents' Public School Handbook: How to Make the Most of Your Child's Education, from Kindergarten through Middle School.** *Simon & Schuster: New York, NY, 1994.* Phone: (800) 223-2336. ● This resource for parents provides information about public schools and outlines ways parents can be involved in their children's education. Encourages parents to insist on having a voice in schools.

Shartrand, Angela, Holly Kreider, and Marji Erickson-Warfield. **Preparing Teachers to Involve Parents: A National Survey of Teacher Education Programs.** *Harvard Family Research Project, Graduate School of Education, Harvard University: Cambridge, MA, 1994.* Phone: (617) 496-4304. ● A survey of teacher education programs that include parent involvement as an integral component in preparing new teachers.

Papert, Seymour. **The Connected Family: Bridging the Digital Generation Gap.** *Longstreet Press: Marietta, GA, 1996.* Phone: (770) 980-1488. ● This book offers parents and educators ways to explore issues related to learning with computers. It comes with a CD-ROM and has a Web site at http://www.ConnectedFamily.com.

U.S. Department of Education. **Strong Families, Strong Schools: Building Community Partnerships for Learning.** *USDOE: Washington, DC, 1994.* Phone: (800) 872-5327. ● This report gives specific suggestions for parents, teachers, and business people to help families become more involved in schools. Describes the U.S. Department of Education's "Strong Families, Strong Schools" initiative.

Contact Information

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In an era when institutions that support families are under increasing pressure, more **responsibility** for children is falling to the schools. They are bombarded with demands to provide a **safe** environment in an unsafe world, opportunities to learn new skills, and a broader range of **services** to meet the social, emotional, and physical needs of children and their families.

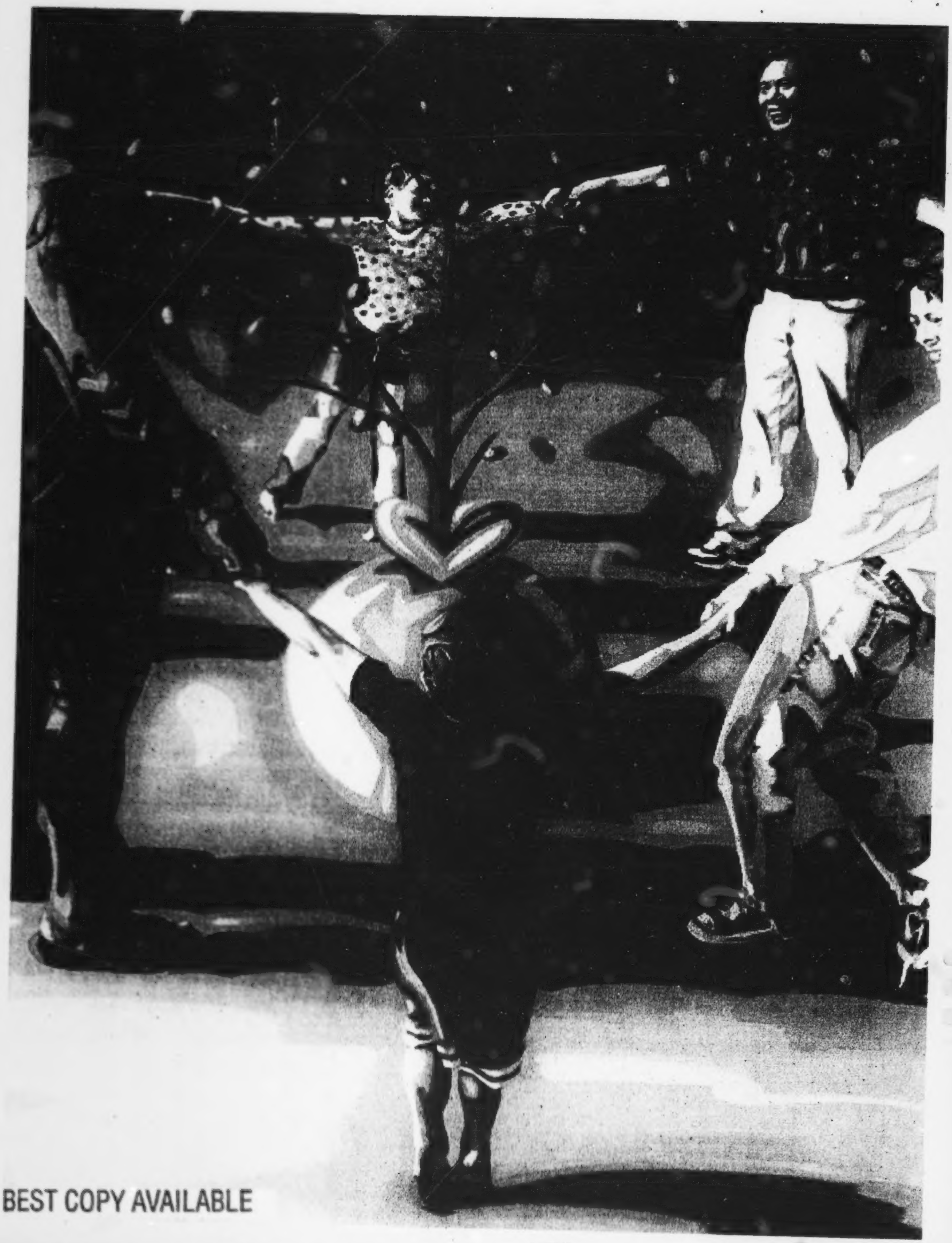
Many schools have struggled under this burden. Others, like those featured in this chapter, are meeting the **challenge** by bringing together families, businesses, and the community at large. They are transforming themselves into a new kind of school—a **community learning center** that meets the broad needs of citizens, young and old.

Some communities are using the school site as the place to **coordinate** local services for children and their families. In certain cases, this means providing space within a school for medical and dental clinics, social service agencies, and other community groups. In others, it means offering **resource and referral** information and advising parents as they navigate through the frustrating bureaucracies that often prevent the most needy from getting help. The goal is to have healthy and happy students who are better able to focus on **learning.**

At the same time, more schools are inviting those outside education to become **partners** in children's learning. Educators are asking community members to assist in setting standards for what young people should know and be able to do. They are working together to develop curriculum and learning experiences that link academics with **real-world** challenges. The communities are **extensions** of the classroom where teachers and students are spending time learning at offices, hospitals, factories, libraries, museums, parks, and theaters. Community service programs give students opportunities to apply what they've learned in class, while letting them give something back to their hometowns. And members of the community share their knowledge and act as mentors to kids who may have few positive role models in their lives.

Technology can enhance the **connections** between schools and communities. E-mail, computer networks, and other communication technologies allow community members to take advantage of local **resources** from home and school, 24 hours a day. Schools are becoming technological **hubs,** opening their doors for adult computer classes, Internet access, video conferencing, and other services not available elsewhere in the community.

In a growing number of communities, schools are **multipurpose** facilities used for adult education, childcare, teen programs, and recreational and cultural activities. Schools have always helped shape the social, civic, and economic **life** of our towns and cities. By extending their hours of operation and offering a wider range of programs and activities, many are now making even greater **contributions** to the local quality of life. ●



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Imagine the Possibilities

BY MICHELE CAHILL

a common ground

It's a Thursday evening in July and Joanne Diaz is pulling her car into the parking lot of the Daly Community Learning Center a few miles from her home. She's exhausted from a long day as an administrative assistant at a local hospital and grateful that she doesn't have to face the second shift of family life alone.

While Daly includes the school where her 14-year-old son, Jason, will enter the ninth grade in the fall, it is much more than a school. It's the center of community life for thousands of children and adults, open all year from early in the morning until late at night. It's nothing less than a new kind of societal institution—one designed to meet the full range of children's developmental needs, to strengthen and support families, to advance the knowledge and skills of adults, to serve as a connection to health and social services, and to be a focal point of civic life.

Daly (named in tribute to New York City principal Patrick Daly, who was shot to death by stray bullets from gang members while trying to contact a troubled student after school) is a fictitious composite of the many school-community centers springing up around the country. I call them "community learning centers or CLCs."

CLCs are being created in response to the weakening of other institutions—such as families, churches, and communities—that have traditionally served as stabilizing forces in young people's lives. Instead of following the trend of expecting educators to serve not only as teachers, but also as parents, social workers, counselors, doctors, protectors, mentors, role models, and friends to increasing numbers of children, these centers bring in other professionals to take on the responsibilities for which they have been trained. The centers also mobilize the talents of parents, young people, and other residents to contribute to youth and community development. The mix of services offered in today's centers varies widely based on local needs and priorities, but my imaginary Daly represents many of the programs and philosophies these evolving institutions have in common.

Support for Children and Families Like so many parents, Joanne worries about Jason getting involved with drugs or other negative temptations of adolescence. She's grateful that he's spending the summer participating in Daly's many programs: teen sports, cultural arts, community service,

Michele Cahill[1] is the vice president and director of the Youth Development Institute, Fund for the City of New York.

for learning

youth entrepreneurship, career exploration, and education programs. Jason is a member of the Center's drama group and loves to explore the World Wide Web at the computer center, but his favorite activity is one that exposes him to career options by matching him with community mentors. Through these encounters, Jason has set his sights on becoming either an engineer or an architect.

CLCs like Daly help to ensure that vulnerable children grow up in a positive, supportive atmosphere. The aim of these institutions is to mobilize community members to form close and nurturing relationships with kids in an era when family members and friends are often absent or negative influences.

Through a variety of broad-based programs, CLCs like Daly help to ensure that vulnerable children grow up in a positive, supportive atmosphere. The aim of these institutions is to mobilize community members to form close and nurturing relationships with kids in an era when family members and friends are often absent or negative influences. In simple terms, they give kids a safe place to go, challenging things to do, friends with whom they can bond, caring adults to guide them, and opportunities to make informed decisions about their lives.

Joanne's first stop at Daly is to pick up her nine-year-old daughter, Rebecca, from the summer camp for elementary school children. Under the guidance of several educators, Rebecca and the other students in the program use Daly's art rooms, science labs, auditorium, library, swimming pool, computer center, gardens, playing fields, and gymnasium for recreational and educational activities. Rebecca is particularly excited about working on an oral history of her hometown, for which she's taking photographs and recording interviews with local senior citizens. She'll assemble the material into a multimedia presentation to show at the end-of-summer Daly Family Festival.

When she sees her mother at her classroom door, Rebecca excitedly tells her about everything she's done that day. Then the two head to the dining room to meet Jason for the weekly Family Dinner and Game Night. They share a spaghetti supper with other families they've met at the Center, swapping community news and gossip. Afterwards, while Rebecca plays Mousetrap and Jason shoots baskets with friends, Joanne browses the Center's parenting library for advice on how to answer her daughter's recent questions about babies and sex.

Daly's support programs for youth and families,as well as its other services, are made possible by partnerships between schools and public and private service organizations. The community has changed its definition of a "school" from an age-segregated and limited-use building that's the exclusive turf of school district employees, to a social institution that's a setting for activities run cooperatively by many different individuals and groups. In some ways this arrangement is similar to the Latin American plaza, where community members can find diverse services offered by interdependent entities, which collectively form the social infrastructure of the community.

Obviously, the practical issues of operating a community learning center can be formidable. They range from big questions such as where to get the money to fund such an ambitious institution to small, but important ones, like how to assure educators that classrooms won't be trashed if they're also used by community organizations while school is out. There's ample experience from existing school and community partnerships, however, to show that these hurdles can be overcome if both educators and others are truly committed to meeting young people's needs.

Centers of Lifelong Learning Joanne loves working at the hospital, but feels ready for something more challenging and rewarding than a clerical job. She's decided to expand her skills to become a physician's assistant so, two nights each week, she takes an anatomy course at Daly, where several adult classes are offered in conjunction with a local community college. The Center provides evening childcare for Rebecca and teen programs for Jason, so Joanne can try to improve her life without worrying about who will watch her kids.

The Center's extensive technology infrastructure is one of the most important resources available for Joanne and the other adults who come to Daly for additional job training or to pursue their interests. In making her decision about what new career to pursue, Joanne used Daly's computer network to find information about occupations and employment trends. Using e-mail, she contacted professional associations and asked questions of experts in the field about what their jobs are really like. Because she can't afford to have a computer at home, she's glad that such technology is available in a public place.

Just as health clubs offer communities specialized equipment, programs, and support to keep the body fit, CLCs offer resources to keep the mind active. They represent a civic commitment to an educated populace, which benefits local schools, employers, and society. They serve as models, showing young people that learning will continue to be important throughout their lives. And experience shows they increase family involvement in efforts to restructure and improve schools.

Connection to Services and Civic Life Joanne feels lucky to have a steady job with good benefits, but she knows that many of her neighbors aren't so fortunate. They depend on Daly as a link to health and social services. These range from the Center's on-site pediatric clinic to its affiliated network of government and community agencies that help children and adults cope with crises such as unemployment, alcohol or drug dependency, child or spousal abuse, and homelessness. Such services are coordinated through the school under the simple assumption that children can't learn if their basic health and welfare needs aren't met.

Daly is also a center of civic life for the community. During the recent mayoral election, Joanne attended a forum at which she was able to question candidates about their positions on proposed programs. Several organizations meet regularly at the Center, drawing people together for events like anti-violence discussions and neighborhood cleanup days. The community views Daly as a place where people can come together to discuss issues and solve problems, meet with public officials, and volunteer their time and talents.

The Center's extensive technology infrastructure is one of the most important resources available for Joanne and the other adults who come to Daly for additional job training or to pursue their interests.

Educators at Daly have students whose needs are fulfilled and, therefore, who can focus more on learning. They have also been freed of the burden of being all things to all students; the enormous workload of ensuring that kids are cared for—and cared about—is spread among many partners. And educators are more satisfied with their jobs because they are now truly in tune with their fundamental missions of developing healthy, happy young people and being a beacon of lifelong learning for community members.

Thanks to the Center's activities, Daly's community is a safer, more secure place to live for both young and old. Residents have numerous ways to expand their knowledge and skills, creating an environment of constant improvement that boosts the local quality of life. The community boasts an active, energetic civic culture that brings neighbors together to help one another. Most of all, the community cares for its young people, and they know it. ●

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From the Front Lines

BY STEPHANY HOOVER

coming together as a community

It was my third day as coordinator of the Byck Family Resource Center at Dann C. Byck Elementary School in Louisville, Ky. The "Center" was just me and a chair in the school's office. So far I'd done little but answer the phone.

A pregnant woman walked in with one small child in her arms and another clinging to her leg. The mother held a brown bill—a notice from the utility company that her power was going to be cut off. She said she'd just come from the hospital. The child clutching her leg had recently had a tumor removed from his eardrum and the doctor had given her a $75 bottle of medicine for him, but it required refrigeration. The mother was in tears over how to chill the medication without electricity.

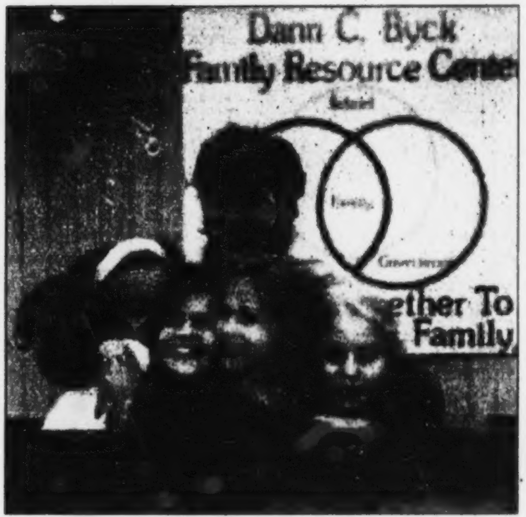
She was just the first of many parents and students who have come to the Center for help over the past few years. The idea behind centers like ours is that school is the logical place for communities to connect low-income school children and their parents with the health and social services they need to deal with the many ills affecting them—homelessness, hunger, alcohol and drug abuse, mental illness, and violence. After teaching first and second grades at Byck for seven years, I knew that such problems prevented many kids from learning. No matter how creative my fellow teachers and I were, we found that by the time our students entered kindergarten, we were literally five years too late to help them.

Our Center was made possible by the Kentucky Education Reform Act of 1990, which provided for full-service family resource centers to be established in or near elementary schools where at least 20 percent of the student population is eligible for free school meals. Byck qualified handily, because 92 percent of our students receive free or-reduced-price lunches. Our community is typical of many inner city neighborhoods:79 percent of families in our census tract make do with incomes below the federally defined poverty level, 71 percent are headed by women, and 60 percent of adults lack a high school diploma.

Our school staff was eager to establish a family resource center and applied for state funding as soon as it was available. Our proposal was accepted in July of 1991,and the principal hired me to lead the program.

The Byck Family Resource Center helps people with basic needs. We maintain a food pantry for hungry families and a clothes closet filled with underwear, socks, shoes, and other apparel for kids who do not have enough clothes to keep clean for a week or who have "accidents" while at school. We have a licensed after school and summer childcare program, and we train local childcare providers to meet state-licensing requirements.

Among the many other services we offer is The Cradle School, which prepares children from birth to age four for kindergarten. The children



Later the same day, the woman called after arranging to keep her utility service. She was sobbing with joy. She told her story to everyone she knew and people started showing up for help first in a trickle, then a flood. That's okay, though. I know how to swim.

participate in early childhood education classes and their parents learn about subjects such as health, nutrition, and child development. Another program, Families in Training, gives new and expectant parents information about prenatal and postnatal care through classes and home visits. The Center also coordinates health services for children and adults—immunizations, physicals, hearing and vision screening, and mental health counseling can be obtained on-site or by referral to a neighborhood clinic.

Since social and recreational opportunities for children and parents are almost nonexistent in our community, that's another area we address. One night a week we baby-sit the kids so a group of moms (The Tuesday Night Tootsies) and dads (The Tootsie Pops) can do whatever they want at the school—play volleyball, hold baby showers, sing, make crafts. We arrange special events such as an evening in the computer lab, during which parents can learn about keyboarding, word processing, and working with graphics. At another time, parents and students might get together to use the Center's laptops to compose stories and create Christmas cards. This access to technology, as limited as it is, gives even the poorest parents the chance to develop computer literacy skills.

The secret to making the Center work is our close partnerships with other community organizations. I'm in constant contact with government agencies, service organizations, churches, social service providers, charities, businesses, and others—all of whom come together to help individuals when they need it, rather than bog them down in the bureaucracy.

The woman who came to me for help with her utility bill was the first to benefit from this partnership. I immediately called the local gas and electric company and determined how much money they'd accept to leave her power on. Then I gave her the phone numbers of community agencies that would help her pay the bill. I was tempted to make the calls myself, but decided that the Center would serve parents better by empowering them to solve their own problems.

Later the same day, the woman called after arranging to keep her utility service. She was sobbing with joy. She told her story to everyone she knew and people started showing up for help, first in a trickle, then a flood. That's okay, though. I know how to swim.

This work is often heartbreaking. I sometimes find myself crying along with the families I try to help. But mostly I get great satisfaction from it. The reward isn't a plaque on the wall, but something more personal. My parents died about eight months apart a couple of years ago. During both of their funerals at my church, I looked behind me and saw pews filled with parents, children, and babies from the Center. They had come all the way across town to be with me, to support me and cry with me. They helped me in all the ways my job description says I should help them. They are some of the most beautiful people I've ever known in my life. ●

Stephany Hoover[2] is the coordinator of the Byck Family Resource Center.

Snapshots

Where the Neighborhood Hangs Out

"If our kids are not home in the evening," parent Lidia Aguasanta says, "they're usually at school in some supervised activity." But it's not just the children in New York City's Washington Heights neighborhood who find a reason to be at Intermediate School (IS) 218 after hours.One parent says that, whether for recreation, career training, community-development activities, or health and social services,"It's where the neighborhood hangs out."

Indeed, IS 218 has become a hub of life for the neighborhood."People say it's hard to get parents involved in their children's schooling because they have so many pressing problems," says Rosa Agosto, community schools director for the Children's Aid Society, who is based at the school. "We make that involvement possible by providing the support parents need at school."

The health clinic on-site, for example, means families don't have to contend with unfamiliarity, long waits, and anonymity at city hospitals. From 7 AM to 10 PM every weekday, the clinic offers medical exams, immunizations, and dental services for a nominal fee. A full-time social worker makes sure community members get other services they need. If a student gets sick or has personal problems, professional help is just down the hall, not across town. "We can help children here at the school as soon as they need it," Agosto says.

Intermediate School 218 New York Community School District 6,4600 Broadway, New York,NY 10040 **Contact:** Betty Rosa, Principal • Phone: (212) 567-2322 • Fax:(212) 567-2974

The school has a "Family Room," furnished with sofas, a television, and a constant flow of coffee, where parents can deepen their understanding and involvement not only in their children's education, but also in community issues. A sense of ownership prevails, according to Ariel Briones, a recent graduate who comes back to volunteer in the school library: "The adults and older kids here taught us to contribute back to our community—not just live in it." ●

Community Improvements

How can schools engage young people in work that not only advances their education, but also the quality of life in their communities? The answer in West Philadelphia is the "university-assisted community school," an effort to link area public schools with the University of Pennsylvania's (Penn) resources and technical expertise. The linkage is provided by the West Philadelphia Improvement Corps (WEPIC), which helps schools provide year-round daycare, health care, social services, and educational and recreational activities for neighborhood residents of all ages.

At Turner Middle School, where WEPIC has been active the longest, the University provides a much-needed commodity: the energy and expertise of trained adults. University students and teachers from more than 40 WEPIC community-action classes at Penn work with Turner's teachers. Their focus is on health, a priority identified in a neighborhood survey. In one project, seventh graders are trained to teach elementary school students how to improve their diets. Work like this "is fun," says seventh grader Mikail Aswald, "but I also learned that it feels good to help my neighborhood." ●

Center for Community Partnerships University of Pennsylvania, 3440 Market Street, Suite 440, Philadelphia, PA 19104 **Contact:** Joann Weeks, Director, WEPIC Replication Project • Phone: (215) 898-0240 • Fax:(215) 573-2096 • E-mail: weeks@pobox.upenn.edu • URL: http://www.upenn.edu/ccp/

Strengthening Families and Communities

A child's success in school depends partly on the overall health of the child's family and community. That's why the Denver Public Schools joined in partnership with the city of Denver, businesses, community organizations, parents, and foundations to create Family Resource Schools (FRS). FRS's increase the range of programs and activities offered by public schools in inner city neighborhoods. They strengthen the capacity of both families and communities to support children's learning.

Cheltenham Elementary School is one of 11 FRS sites. Before launching its effort, parents and residents at Cheltenham held focus group meetings to determine the needs of their neighborhood. As a result, the school offers programs and activities that can extend into evenings and on weekends. Cheltenham's programs include adult and parenting education; workshops on leadership, employment, and gang prevention; tutoring programs with parent participation; computer training; family math and reading programs; and childcare. City officials and the Department of Housing and Urban Development also help provide life-skills workshops, assistance in securing affordable housing, and an electronic database linking the school to the Department of Social Services.

Family Resource Schools Denver Public Schools,
975 Grant Street, Denver, CO 80203
Contact: Bruce Atchison, Director •
Phone: (303) 764-3587 • Fax:(303) 839-8001

Here's what one parent has to say about the FRS program at Cheltenham: "The coordinator, Patsy Roybal, has worked wonders for the Spanish-speaking parents here. Before she came, we felt left out of things. Now we really feel that the FRS room is our home away from home. She's gotten us all involved in our kids' education and organizes workshops to teach us how to do that effectively. Because of FRS, putting my three kids through school here has been a wonderful experience." ●

A Center for Family Support

"Most of our students are poor and we try to provide them with the services they need to survive and succeed," says Mary Skrabucha, coordinator for the Family Support Services Center at O'Farrell Community School in San Diego, Calif. "But, to serve the individual student effectively, you often have to serve the entire family," she adds.

The Family Support Services Center occupies an entire wing of the school's main building and is a measure of O'Farrell's commitment to serving the physical, emotional, and social needs of its 1,400 middle-school students. At the Center, an assortment of full-time social workers, psychologists, and volunteers from various agencies provide a mix of preventative health care, gang-prevention workshops, and one-on-one counseling for parents, students, and staff.

Creating closer connections between the school and its community is a central goal of all significant activities at O'Farrell. The Center's staff meets regularly with teachers to discuss individual students and to plan ways to keep a sense of safety and inclusiveness throughout the school. Students are expected to play an active role in maintaining ties to the community—they are required to perform 12 hours of community service and give a tour of the school to an adult visitor.

Eighth grader John Roman knows O'Farrell is unusual. "I have adults I can trust here. I have counselors who work with me one-on-one and people who make it their business to look after me and my family. I know other schools don't have that." ● ★ FILM

Family Support Services Center
O'Farrell Community School: Center for Advanced Academic Studies,
San Diego City Schools,6130 Skyline Drive, San Diego, CA 92114
Contact: Bob Stein, Chief Educational Officer • Phone: (619) 263-3009 •
Fax: (619) 263-4339 • E-mail:
bob_stein@qm.sdcs.k12.ca.us •
URL: http://www165.24.15.174

"I have adults I can trust here. I have counselors who work with me one-on-one and people who make it their business to look after me and my family. I know other schools don't have that."

Listening to the Community

Before it opened in 1992, the Vaughn Family Center asked residents of its San Fernando, Calif., neighborhood how it could help improve the community. The Center's governing board, composed of half parents, and half social service providers, listened to the community and heard its pleas for economic renewal. So, in addition to programs to help keep children healthy and thriving, the Center adopted economic development as one of its goals.

> "Parents feel that they are being heard, that their experiences are important to someone elseand that everyone can make a difference."

One result of this focus is a program known as the Urban Village, which offers job training, computer classes, and employment counseling. In an effort to provide productive alternatives for youth gang members, the Urban Village helps them acquire the academic and job skills they need to become employable and then helps them find jobs.

The Family Center is located at the Vaughn Next Century Learning Center, a charter elementary school. Its presence has helped improve relations in the community. Most of the Center's activities, including childcare, medical and dental screenings, parenting classes, and a variety of soccer leagues and other recreational activities for children, operate in a bilingual format. The Center has become a safe place in a troubled neighborhood, according to its director, Yoland Trevino. "Parents feel that they are being heard, that their experiences are important to someone else, and that everyone can make a difference." ●

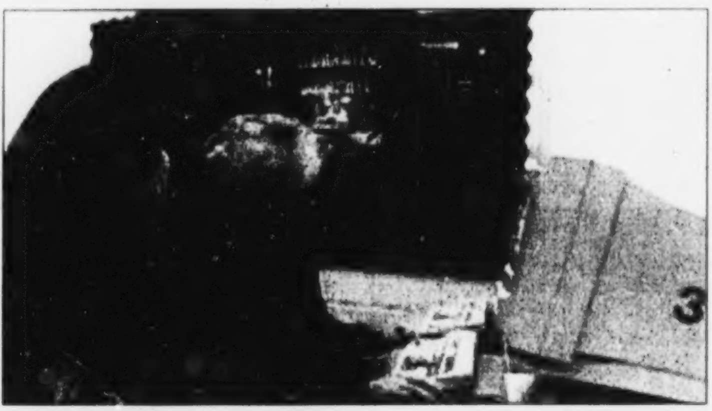
Vaughn Family Center
Vaughn Next Century Learning Center,
13330 Vaughn Street, San Fernando,
CA 91340 **Contact:** Lily Gonzalez,
Administrative Coordinator •
Phone: (818) 834-1485 •
Fax: (818) 834-1492

Help Yourself by Helping Your Community

At Countee Cullen Community Center, a teen council promotes activities that encourage youngsters to take a proprietary interest in their neighborhood. The Center's teens produce public service videos, organize street cleanups, publish a newspaper, and operate a nighttime teen lounge. "Here, kids learn to help themselves by helping their community," says Joe Stewart, co-director of the Center. They even successfully petitioned a billboard company to remove a Virginia Slims billboard from the neighborhood and replace it with an ad for the United Negro College Fund.

Countee Cullen Community Center
P.S. 194, District 5,242 West 144th
Street, New York,NY 10030 **Contact:**
Joseph Stewart, Co-Director • Phone:
(212) 234-4500 • Fax: (212) 234-4694 •
E-mail: BCountee@thorn.net •
URL:http://www.thorn.net/~bcountee

The Center is operated by the Rheedlen Center for Children and Families, a nonprofit organization, and is part of a citywide "Beacons" program that connects community services to neighborhoods. Located at Public School 194, the Center is open from 9 AM to sometimes well past midnight serving residents of all ages. Center staff provide case management for social services, job-readiness training, adult education, and computer classes. The Center helps parents stay connected with their children through support groups, parenting workshops, and family recreational activities. For teens, the Center offers a homework help program as well as a version of Upward Bound, drug awareness programs, late-night basketball, and a movie series. Community identification with the Center is encouraged through high-visibility activities that include voter registration booths, Center t-shirts, and a neighborhood tree-planting project. ●



West Des Moines Community School District, West Des Moines, IA

Many Things to Learn

"I didn't have the opportunity to go to college when I got out of high school. I'm getting that education now through our community education program," says Betty Winston, 72, who was born in West Des Moines, Iowa, and put three children through its schools. Winston is one of many residents benefiting from services offered by the West Des Moines Community School District, a district that for more than 20 years has followed a mission to serve all community residents, not just school-aged children.

The District's commitment to its community is reflected in every aspect of its operations. Parents and community members serve with teachers, business people, and representatives from city government on site improvement teams that set the direction for each of the District's 15 schools. In addition, a community education advisory council conducts a community-needs assessment every few years to determine what kinds of programs should be offered.

Even the District's school buildings have been designed with both student and community use in mind. Computer labs and media centers are open to the public after school hours and during the summer, and some businesses rent them for training sessions. In addition, school buildings are used for community organization meetings, inexpensive summer camps, and for community events, such as the annual Parent University and the Elder Fair. The connection between schools and community will be reinforced even further when the city completes construction of a new library and city offices on a school campus.

Parents and community members like Winston ensure that the schools have a steady supply of volunteers. School events attract as many as 95 percent of the parents, and community volunteers flow in and out of schools daily. "People wonder why we don't leave during the winter snow," Winston says. "I tell them, there are too many things going on in this community that we can take advantage of, too many friends, too many things to learn." ● ★ **FILM**

West Des Moines Community School District 3550 George M. Mills Civic Parkway • West Des Moines, IA 50265 **Contact:** Linda Sanda, Director of Community Education • Phone: (515) 226-2750 • Fax: (515) 226-2869 • E-mail: sandal@grpw.wdm.k12.ia.us

Networked Services

Technology can help coordinate educational and social services by reducing duplicate paperwork and ensuring that children don't fall through the cracks. That's the goal in Santa Rosa County, Fla., as school officials implement a 1990 state law permitting them to create "Full Service Schools." Using computer networks, the District's 15 schools and local social service providers are building a common database. This allows agencies to share pertinent information about children they serve, from changes of address to awards and achievements. As a bonus, the networks link schools to the Internet and to each other. Ongoing technology training for teachers and paraprofessionals helps to ensure that full advantage is made of the technology.

Technology hasn't replaced the human touch in this county. Multidisciplinary teams meet regularly at schools to provide comprehensive case management to children and families. Integrated educational, health, and social services are offered at or near the school site. In collaboration with the state, the county also offers a low-cost, sliding-scale health plan for children. Adults can go to schools for basic education, college courses, career assistance, and parenting and employment classes. ●

Florida Full Service Schools Santa Rosa County School Board, 603 Canal Street, Milton, FL 32570 **Contact:** Carol Calfee, Project Manager • Phone: (904) 983-5054 • Fax: (904) 983-5011 • E-mail: carolc5990@aol.com

ACCESS TO INFORMATION

Organizations

© Farrell Community School, San Diego, CA

> "As soon as families feel that their opinions are valued, they begin to articulate the kinds of services they need to improve themselves and their community. Working with these families has been the highlight of my career."
>
> Yoland Trevino[3] Director
> Vaughn Family Center,
> Vaughn Next Century Learning Center

Annie E. Casey Foundation **Description:** A nonprofit, grant making foundation. **Purpose:** To advance the reform of policies, systems, organizations, and communities to improve the lives of disadvantaged children and their families. **Activities:** Provides funds and technical assistance to initiate, support, and promote reform demonstrations. Disseminates information through videos, reports,and conferences. Publishes Kids Count Data Book, an annual report that tracks the educational, social, economic,and physical well-being of American children. **Contact:** Tony Cipollone, Associate Director • Annie E. Casey Foundation,701 St. Paul Street, Baltimore,MD 21202 • Phone:(410) 223-2926 • Fax: (410) 223-2927 • E-mail: Tony@AECF.org • URL:http://www.aecf.org

Center for Collaboration for Children **Description:** Research and information initiative operating at all campuses in the California State University system. **Purpose:** To promote working relationships among schools and social service providers to improve school and community-based services for children and families. **Activities:** Provides advice and technical assistance to public agencies,schools,and higher education institutions working together to provide a full range of services. Conducts research and disseminates findings. Publishes Community Scorecard,which assesses community health,social,and educational services and guides planning for improvements. **Contact:** Sidney Gardner, Director • Center for Collaboration for Children, California State University, Fullerton,EC 424, Fullerton, CA 92634 • Phone: (714) 773-3313 • Fax: (714) 449-5235 • E-mail:103250.2112@compuserve.com

Child and Family Policy Center **Description:** A policy-oriented research organization established in 1989. **Purpose:** To create a stronger link between research and policy on issues vital to children and families. **Activities:** Consults with national organizations and foundations on the development of social service reform initiatives. Provides technical assistance to states and communities developing community education programs. Publishes reports on the integration of comprehensive, community-based services. Administers the Iowa Kids Count Initiative, a statewide campaign to invest in families with young children,and operates the National Center for Service Integration Clearinghouse. **Contact:** Charles Bruner, Executive Director • Child and Family Policy Center, Fleming Building, Suite 1021,218 Sixth Avenue, Des Moines,IA 50309 • Phone:(515) 280-9027 • Fax: (515) 244-8997 • E-mail:HN2228@connectinc.com

Communities in Schools, Inc. (CIS) **Description:** A nonprofit network of more than 100 local CIS programs across the country. **Purpose:** To champion the connection of community resources with schools to help young people successfully learn,stay in school, and prepare for life. **Activities:** Develops partnerships among schools, social service agencies, businesses,and community groups to create effective stay-in-school programs. Operates CISNet, a computer network that links CIS programs nationwide. **Contact:** Bonnie Nance Frazier, Director of Communications • Communities in Schools, Inc.,1199 North Fairfax Street, Suite 300, Alexandria, VA 22314 • Phone:(703) 519-8999 • Fax: (703) 519-7123 • E-mail: cis@cisnet.org

Designs for Learning **Description:** Advocacy organization formed to promote an innovative educational program called "Community Learning Centers." Funded by the C.S. Mott Foundation. **Purpose:** To create powerful learning experiences for all ages by developing new schools and to transform existing programs by increasing their connections to the communities around them. **Activities:** Provides information and technical assistance to schools and school districts nationwide. **Contact:** Wayne Jennings, President • Designs for Learning, 1355 Pierce Butler Route,St. Paul,MN 55104 • Phone:(612) 645-0200 • Fax: (612) 645-0240 • E-mail: wayne@designlearn.com

Family Resource Coalition **Description:** Membership, consulting, and advocacy organization. **Purpose:** To provide resources and support to programs that serve families. **Activities:** Offers technical assistance, training, and consulting services to schools, community-based programs,and states. Publishes newsletters and manuals,sponsors conferences,and maintains a database of family support policies and programs. **Contact:** Gail Koser, Project Director, STATES Initiative • Family Resource Coalition,200 South Michigan Avenue,16th Floor, Chicago, IL 60604 • Phone:(312) 341-0900 • Fax: (312) 341-9361

Kentucky Family Resource/Youth Services Centers **Description:** School-linked,state-supported centers serving 559 Kentucky communities. **Purpose:** To coordinate and provide services as identified in the Kentucky Education Reform Act and deemed essential for each community to remove barriers to learning. **Activities:** Family Resource Centers,located in or near public elementary schools, provide coordination of and access to preschool childcare; after school childcare;parenting and adult education; and referrals for health and social services. Youth Services Centers,in or near public middle schools and high schools, offer access to employment counseling, training, and placement; summer and part-time job development; mental health counseling;and referrals for health and social services. An advisory council at each center includes parents, community members, and school staff in decision making. **Contact:** Marcia Morganti, Policy Analyst • Kentucky Family Resource/YouthServices Centers, 275 East Main Street, Frankfort,KY 40621 • Phone: (502) 564-4986 • Fax: (502) 564-6108

National Center for Community Education (NCCE) **Description:** A nonprofit training organization funded by the C.S. Mott Foundation. **Purpose:** To promote community and educational change with an emphasis on community schools. **Activities:** Brings key members of communities together for five days at the organization's headquarters in Flint, Mich., to attend leadership workshops, seminars,and area school visits. Participants focus on topics such as community education development, group facilitation, communications, collaboration,and needs assessment. Publishes a guide for improving community education. **Contact:** Dan Cady, Executive Director • National Center for Community Education, 1017 Avon Street,Flint, MI 48503 • Phone: (810) 238-0463 • Fax: (810) 238-9211 • E-mail: ncce@tir.com

National Community Education Association (NCEA) **Description:** Membership association for community education directors or coordinators, superintendents, state administrators, education professors, and state legislators. **Purpose:** To promote family and community involvement in public education,interagency partnerships,and lifelong learning opportunities for community residents. **Activities:** Disseminates information and hosts conferences and workshops. Publishes a monthly newsletter, Community Education, and the quarterly Community Education Journal. **Contact:** Starla Jewell-Kelly, Executive Director • National Community Education Association,3929 Old Lee Highway, Suite 91-A, Fairfax, VA 22030 • Phone: (703) 359-8973 • Fax: (703) 359-0972 • E-mail:ncea@ids2.idson line. com • URL: http://www.idsonline.com/ncea/index.htm

"Collaboration alone is not the answer if services are of mediocre quality and rendered grudgingly. Professionals must persevere and work respectfully with the people and communities they serve as well as with their colleagues."

Lisbeth Schorr,[5] Director, Project on Effective Interventions School of Medicine, Harvard University

"Community education brings citizens together to identify needs and link resources in a manner that helps people improve the quality of their lives."

Pat Edwards,[4] Associate Executive Director, National Center for Community Education and Executive on loan from the C.S. Mott Foundation

Human Services Policy Center **Description:** University-based information organization. **Purpose:** To encourage collaboration among social service providers in fields, such as education and nursing. **Activities:** Offers advice on advocacy and communications strategies. A database and network connects educators, health care professionals, social service providers, and policy makers. The Training for Interprofessional Collaboration program helps agencies become more effective by sharing information and coordinating efforts. **Contact:** Laurie Deppmann, Project Coordinator • Human Services Policy Center, University of Washington, Box 353060, Seattle, WA 98195 • Phone: (206) 685-3135 • Fax: (206) 616-5769 • E-mail:hspcnet@u.washington.edu • URL: http://weber.u.washington.edu/~hspcnews

> "The vision, commitment, and energy of neighborhood residents must be at the heart of efforts to establish schools as community learning centers."
>
> Martin Blank[6] Senior Associate, Institute for Educational Leadership, Inc.

New York City Beacons Initiative **Description:** A network of 37 community centers in public schools throughout New York City. The centers are funded by the New York City Department of Youth Services and managed by community-based organizations working collaboratively with school boards, principals, service providers, and advisory boards composed of parents, educators, youth, and church leaders. **Purpose:** To provide services to youth and families before and after school and on weekends. **Activities:** Centers offer a mixture of recreation, social services, and educational and career-training programs. Participants often engage in activities to improve their neighborhoods, such as voter registration drives, street cleanups, and fundraisers. **Contact:** William Barrett, Program Manager • New York City Beacons Initiative, New York City Department of Youth Services, 44 Court Street, Brooklyn, NY 11201 • Phone: (718) 403-5364 • Fax: (718) 330-0964

Schools of the 21st Century **Description:** A child-care and family-support model developed by the Yale Bush Center in Child Development and Social Policy, adopted by more than 400 schools in 13 states. **Purpose:** To promote programs that help meet the social, nutritional, and educational needs of children and their families. **Activities:** Provides technical assistance and training to affiliated schools that offer before and after school care, childcare for preschoolers, medical screenings and referrals, nutrition help, and adult education classes. **Contact:** Matia Finn-Stevenson, Director • Schools of the 21st Century, Bush Center in Child Development and Social Policy, Yale University, 310 Prospect Street, New Haven, CT 06511 • Phone: (203) 432-9944 • Fax: (203) 432-9945

Smart Valley, Inc. **Description:** A partnership of 92 high-tech businesses that grew out of a grassroots effort to transform the Silicon Valley into a fully wired community. **Purpose:** To promote development of an electronic infrastructure that links schools, city governments, universities, businesses, and social service agencies. **Activities:** Recommends and publicizes standards for computer hardware and cabling acquired by schools and other public institutions. The Smart Schools' project uses corporate volunteers to train students and teachers on the Internet and develops a bank of donated equipment so that schools do not have to pay all the costs of acquiring the necessary hardware. Special events, such as Smart Schools NetDay, encourage corporate employees to help schools in the area get fully wired. A World Wide Web page serves as a central link for educational and career resources in the South Bay. **Contact:** Karen Greenwood, Project Director • Smart Valley, Inc., 2520 Mission College Boulevard, Suite 202, Santa Clara, CA 95054 • Phone: (408) 562-7707 • Fax: (408) 562-7677 • E-mail: KarenG@svi.org • URL: http://www.svi.org

Periodicals

> "Tomorrow's schools will be hubs for learning, linking the entire community to the world's resources. The school's access to the universe of data and people stretches and stimulates thinking."
>
> Wayne Jennings,[1] President, Designs for Learning

Community Technology Center Review **Description:** Semiannual publication. **Focus:** Covers developments that affect community-wide access to technology, particularly in socially and economically disadvantaged locales. Articles discuss legislation, policy issues, and community technology projects. **Publisher:** Community Technology Centers' Network, Education Development Center, Newton, MA • Phone: (617) 969-7101 ext. 2727.

The Future of Children **Description:** A themed journal targeting policy makers, practitioners, professionals, and executives. **Focus:** Issues addressed include the long-term impacts of early childhood programs and the mounting problems faced by today's youth. Includes articles on research, programs, and policy. **Publisher:** Center for the Future of Children, The David and Lucile Packard Foundation, Los Altos, CA • Phone: (415) 948-7658.

The Prevention Report **Description:** Semiannual newsletter. **Focus:** Each issue looks at efforts to develop family-centered community services, including "one-stop" centers that offer childcare, parenting workshops, and health services. Profiles programs, reviews current research, lists resources, and reports on legislative changes. **Publisher:** National Resource Center for Family Centered Practice, Iowa City, IA • Phone: (319) 335-2200.

West Des Moines Community School District, West Des Moines, IA

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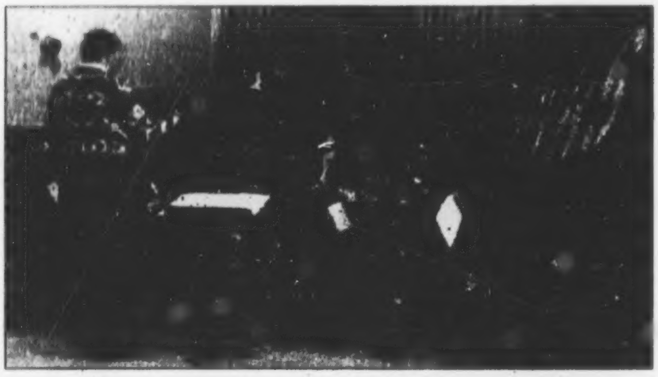
Readings

Adler, Louise, and Sid Gardner, eds. **The Politics of Linking Schools and Social Services.** Falmer Press: Bristol, PA, 1994. Phone: (215) 785-5800. ● In this collection, leading scholars and practitioners from around the world make the case for linking education and other social services. Outlines roles of various institutions and describes existing programs.

Bruner, Charles, Karen Bell, Claire Brindis, et al. **Charting a Course: Assessing a Community's Strengths and Needs.** Child and Family Policy Center, National Center for Service Integration: Des Moines, IA, 1993. Phone: (515) 280-9027. ● This brief discusses strategies, such as the use of focus groups, for assessing community needs and resources as a step toward effective coordination and delivery of services to children and their families. Includes examples from communities that have successfully used these techniques.

> "I felt good working on the needs assessment committee planning for lifelong learning for people in our community. When I take night classes at one of our schools, I always notice that just being in a public school classroom gets people more interested and involved in their children's education."
>
> Betty Winston, senior citizen and former member of the Advisory Council for the West Des Moines Community School District ★ FILM

Carnegie Council on Adolescent Development. **Great Transitions: Preparing Adolescents for a New Century.** Carnegie Corporation of New York: New York, NY, 1995. Phone: (202) 429-7979. ● Looks at ways to provide better community support during the critical stage of early adolescence (ages 11 to 14). Reviews the challenges and problems facing today's youth. Recommends integrating health services, strengthening ties within families, and developing community service programs for youth and adults.



West Des Moines Community School District, West Des Moines, IA

Komoski, P. Kenneth, W. Curtiss Friest. **Creating Learning Communities: Practical, Universal Networking for Learning in Schools and Homes.** The Educational Products Information Exchange Institute: Hampton Bays, NY, 1996. Phone: (516) 728-9100. ● This report outlines ideas for developing computer networks to link homes, schools, and communities. Hundreds of lessons drawn from existing network efforts help readers understand both the complexities and possibilities of connecting communities.

Kagan, Sharon L., and Bernice Weissbourd, eds. **Putting Families First: America's Family Support Movement and the Challenge of Change.** Jossey-Bass: San Francisco, CA, 1994. Phone: (800) 956-7739. ● This book explores the history, theory, policies, and practices behind efforts to support families. Since families are critical to the successful development of children, the book identifies programs that strengthen them, including those that offer health care, childcare, and links to other social institutions.

Dryfoos, Joy G. **Full-Service Schools: A Revolution in Health and Social Services for Children, Youth, and Families.** Jossey-Bass: San Francisco, CA, 1994. Phone: (800) 956-7739. ● The author proposes a comprehensive system of education that brings together health and social services for children and their families at school sites. She describes various types of partnerships between public schools and public agencies, profiles several exemplary programs, and addresses issues of implementation.

Kilbourne, Larry, Larry E. Decker, and Valerie A. Romney. **Rebuilding the Partnership for Public Education.** Mid-Atlantic Center for Community Education, Curry School of Education, University of Virginia: Charlottesville, VA, 1994. Phone: (703) 359-8973. ● Traces changes in the traditional roles and relationships among families, communities, and schools and explores the consequences of the breakdown of this partnership. Describes policies, programs, and practices that support education reform and promote successful collaboration among these institutions.

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> "Schools have been at the center of American communities for most of our history. But we are now rediscovering how important it is for schools and communities to work together—it's a prerequisite for serious education reform."
>
> Sidney Gardner,[9] Director,
> Center for Collaboration for Children,
> California State University, Fullerton

Melaville, Atelia I., Martin J. Blank, and Gelareh Asayesh. **Together We Can: A Guide for Crafting a Profamily System of Education and Human Services.** U.S. Government Printing Office: Washington, DC, 1993. Phone: (202) 512-1800.
● This practical guide outlines a five-step process communities can follow to improve the coordination of social services. Includes tips on assessing needs, building community support, preparing staff, and designing and implementing programs. Also contains contact information for relevant programs, organizations, and other resources.

Schorr, Lisbeth B., and Daniel Schorr. **Within Our Reach: Breaking the Cycle of Disadvantage.** Anchor Books: New York, NY, 1988. Phone: (800) 232-9872.
● The authors argue that an investment in first-class services for disadvantaged children and their families will result in social and economic benefits to the entire society. They describe various programs that help to reduce poverty and ignorance among children.

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> "Effective schools today must connect familieswith all types ofhuman and community services. As learning centers, schools can becomea major force for human growth and community development."
>
> Larry E. Decker,[10] C.S. Mott Professor,
> College of Education, Florida Atlantic University

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Businesses and education have flirted for decades. At countless meetings and conferences, educators and employers have confided their desire to work **together** to serve the interests of America's young people. They've shared their **perspectives** by visiting each others' classrooms and boardrooms and sitting down for frank discussions of their problems. They've formed **partnerships** to share funding, talent, technology, and other resources. They've sat on panels and stood at podiums to call for increased **cooperation** between the institutions that are shaping the next generation of American adults and the companies who will employ them.

Despite these repeated rendezvous, though, the **relationship** between business and education has remained somewhat distant, like that of a couple who spend a little time together and then retreat to their own separate lives. This chapter talks about efforts to take this relationship to the next step: a truly **committed** partnership that erodes the boundaries between school and the workplace.

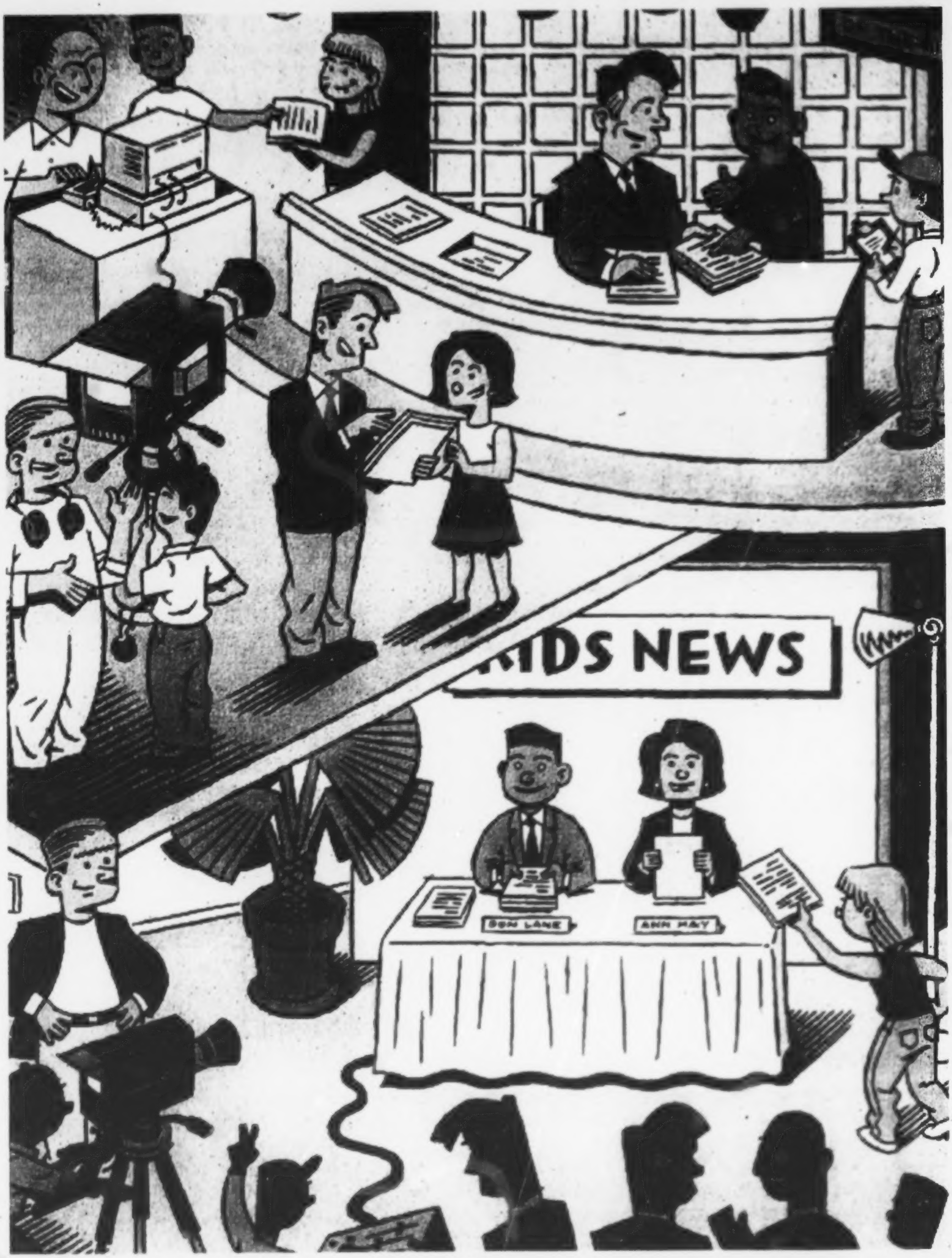
More educators and employers are realizing how intimately their **interests** are intertwined. Educators understand that helping our youngest citizens develop the knowledge, skills, and attitudes they'll need in their jobs is a fundamental part of their work, though certainly not their entire mission. Employers recognize that changes in the **workplace** demand employees with the skills to solve problems, work with others, and learn on the job. In response, a growing number of schools and businesses are working together to rethink curriculum, instruction, and assessment to make it more **relevant.** They are creating ways to expose children to occupations at early ages, helping them to identify their interests and set career goals.

Offices, farms, factories, hotels, hospitals, and other work sites are becoming extensions of the learning environment, serving as locations where older students participate in internships, **apprenticeships,** and school-to-career programs. By moving learning out of the confines of the classroom and into the **community,** students see the links between their academic work and its relevance to the rest of their lives. These experiences allow teens to sample what different careers are really like, to receive on-the-job training, and to get a head start on **higher education.** Most importantly, these students are gaining the skills they need to be lifelong learners prepared to handle many transitions to different jobs.

Driven by the need for a **well-educated** pool of employees, more businesses are dedicating expertise, resources, funding, and personnel to support schools. Business organizations have been instrumental in providing computers and other **technology** to schools that would otherwise be unable to afford the latest high-tech learning tools. Companies are also supporting education by implementing school-friendly **employee** policies, which allow workers time to participate in schools, whether or not they have children.

Information and communication technologies are helping educators and business people form closer ties by providing new channels through which they can share **expertise** and other resources. They offer students and teachers real-time or recorded access to a wealth of business information and advice. And, using **simulation** software that replicates real-world situations like flying a plane or performing surgery, young people can get **realistic** work experience without ever leaving the classroom.

Closer **collaboration** among children's teachers and their future employers is an essential aspect of improving America's education system. As in any committed relationship, both parties will have to compromise, make adjustments, assume their share of **responsibility,** and remain open to change. ●


KIDS NEWS
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Imagine the Possibilities

BY ROBERTS T. JONES

working to learn, learning to work

American business is caught in a painful paradox. When job openings are announced, applicants line up by the hundreds. Yet managers say they can't find people to fill jobs.

What these employers mean is they can't find people with the right skills—people who can read technical manuals, solve customer problems, handle a spreadsheet, work in teams, and think on their feet. Rapid changes in technology, the globalization of the marketplace, and the spread of new kinds of workplace organizations require more knowledge and skills from all employees. Even when the line of applicants stretches around the block, only a few may be able to handle such assignments.

Yet, often enough, that same line may contain scores of young people who did pretty well in school, and in their pain and disappointment lies a powerful lesson: the traditional school curriculum expects too little of students and fails to help them acquire the personal qualities and habits of mind demanded in today's workplace.

The Need for High Academic Standards By most indicators, school performance has improved in the last two decades. The problem is that schools have not kept pace with the demands of a rapidly changing world. For the most part,our education system is designed to prepare students for the world of work that existed a generation ago. Schools are compelled to help students score well on standardized tests, which is not the same thing as teaching the skills needed to be successful in life.

The single most important thing our nation can do to improve education is to develop high academic standards for all students, together with assessments to make sure the standards are being met. Our tradition of expecting only college-bound students to meet high standards is no longer sufficient. More than ever before, students preparing to enter the workforce need the same advanced academic skills. Stronger academic standards are the first step to ensuring that every student gains the knowledge and skills needed for responsible citizenship and productive work.

Business must help set those standards by communicating what skills are needed in the workplace. As a recent Brookings Institution study pointed out: "Although businesses have

Roberts T. Jones[1] is the president and chief executive officer of the National Alliance of Business.

frequently lamented the quality of workers they receive from schools, few have ever worked closely with schools to define the skills and abilities that they are seeking in prospective workers." A growing number of companies are participating in industry-skill standards projects to do just that. Others are actively involved in state-level efforts to develop academic standards and assessments.

Some states and districts have adopted sweeping education reforms and are now developing more detailed curriculum and assessment regimes. The standards-setting movement needs to be encouraged so that it extends to all states, districts, and individual schools. This stage will determine what kids are actually taught, and what will constitute acceptable levels of performance. Business input is critical—and will continue to be so as skill demands change.

As standards are being set, it's important to remember that the purpose of schooling is not simply to make students economically competitive, but to produce competent citizens, caring adults, and productive members of communities. At the same time, learning job skills does more than just prepare students to earn a living—it also helps students understand the world around them and how they fit into it.

Rather than asking students, "Are you going to work or to college?" we should ask students, "What career are you interested in pursuing?"

The Value of Work-Based Learning In the classroom, motivating students to learn is one of the most important keys to success. Too often, though, students fail to understand how academic learning is applied in the real world. We should not ask them to prepare for their futures with blindfolds on—we should make sure they have as much information as possible about how to prepare themselves to be successful in a changing world. Business can play a critical role by helping to create links between academic subjects and the world of work.

With a closer partnership between education and business, project-oriented learning can be based, at least some of the time, on genuine business problems that allow students to develop, apply, and create knowledge. Students can be challenged, for example, to find the best way to transport a commodity from a supplier on the other side of the world to a factory in their community. Through computer simulations, students can electronically tour the place where the commodity is produced—such as a kiwi grove in New Zealand or a silkworm farm in China—and learn about local customs and ways of doing business. They can access electronic databases to research different methods and routes of transportation, comparing time versus cost. They can consult with business people, either in-person or via the Internet, as they work to solve logistical problems. Finally, they can summarize their findings in a multimedia presentation that integrates text, audio, graphs, maps, animation, and video, and share it with teachers and students across the hall or around the globe. These kinds of practical experiences can link what students are expected to learn with what they'll be expected to accomplish as adults—and make learning exciting!

Learning in a real-world context is useful for all students, including those preparing for college. Separating students preparing for work and college implies that college-bound students never need to prepare for work. Rather than asking students, "Are you going to work or to college?" we should ask students, "What career are you interested in pursuing?" Only then can we provide students with an education that will keep all of life's doors open.

The Role of Business There are many ways business can and should become involved in helping all children meet high standards. Over the past decade, thousands of businesses have entered partnerships with schools or districts in which they provide in-kind services or equipment. More recently, in order to help schools take full advantage of advanced technologies, companies have begun donating free cable connections or Internet access. Some companies are lending their technical professionals to assist schools with installing technology, such as determining the best way to wire networks within a school or among schools across town.

Aside from technology, businesses have a wealth of expertise that can help improve education. Businesses that have successfully re-engineered can help guide public school bureaucracies through the challenges of restructuring. Business leaders can contribute strategic planning help, budget guidance, and ideas about better forms of management systems. They can also help administrators adopt competitive contracting for services.

Businesses have a lot of practice dealing with the acceleration of change driven by technology and global economics,and these forces are now poised at the schoolhouse door

Employment policies can be recast to better support education. Some businesses are adopting new work schedules and structures that promote not only the continuing education of employees, but also participation in the schooling of young people, especially their own children. Parents get time off for conferences with teachers or school-governance meetings. Employees are encouraged to become mentors for students or make themselves available to help with classroom projects, sometimes via electronic networks.

Knowledge transfer is another key component of any successful business-education partnership. High school and community college faculties often are urged to teach about fast-breaking technologies and new workplace skills, but never see the inside of a real business where those innovations are being developed. Companies should bring teachers, administrators, professors, and students on-site, whether through visits, seminars, or internships. In some cases, similar experiences can be offered through electronic field trips, using video conferencing or virtual reality technology. Business can't complain about the lack of connection between school and work if they bar the door.

Many companies are becoming involved in promising new efforts to create better transitions between school and careers. These school-to-career programs, which typically involve both classroom instruction and on-the-job learning in the form of apprenticeships or structured internships, help students acquire skills like problem solving and the ability to collaborate that are vital in today's working environment. Unlike traditional vocational education, these programs are open to both college-bound and non-college-bound students and hold all participants to the same high academic standards. By working together, schools and employers are able to provide experiences that motivate youth to acquire high-level academic and workplace skills, which,in turn,can lead to rewarding employment and future learning opportunities.

We Can Do Better! What will happen if all American students are truly expected to achieve at high levels? What can we anticipate if we commit ourselves to producing graduates with solid basic skills and mastery of a strong, well-rounded curriculum?

Of course, the most immediate beneficiaries would be our young people themselves. Not only would better schooling strengthen their minds and broaden their perspectives, it would also vastly enhance their economic prospects, enabling more of them to succeed in college; compete for rewarding careers; and earn the kind of wages and benefits needed to raise a family.

But companies would also benefit, since a more highly skilled workforce would enable them to adopt more efficient work strategies and increase productivity. In the long run, stronger educational standards would generate a larger domestic market as higher skills increase workers' wages and buying power.

It's time to stop pretending that education and commerce exist on different planets. Businesses have a lot of practice dealing with the acceleration of change driven by technology and global economics,and these forces are now poised at the schoolhouse door. The students inside need business and education to unite on their behalf. Our willingness to meet this challenge is the key to their future—and to the future economic security of our country. ●

From the Front Lines

BY JULIETTE JOHNSON

building bright

When I entered Brighton High School in Boston, Mass., as a student in 1957, preparing for the world of work was relatively simple. All I had to do was enroll in a college, business, or general course of study; take the required classes; and decide whether to go on to college or accept one of the many jobs available to high school graduates. As a female, my career choices were pretty much limited to secretarial work, cosmetology, nursing, sales, or education. I chose the college track, applied to teacher education programs, and, after getting my undergraduate degree, returned to the classroom to offer my students the same workplace preparation I had experienced.

Since then, the relationship between school and work has grown more complicated. Economic, social, and technological changes have created limitless career possibilities for both men and women, while at the same time increasing competition for employment. Basic reading, writing, and calculating skills are no longer enough to land a good job. Today's employers demand more specialized skills and knowledge as well as greater adaptability from workers.

Creating a smoother transition from school to work for Brighton's graduates has been an important part of my job since I became headmaster in 1982. The school I inherited was different in some ways than the one I attended: desegregation and demographic shifts had combined to produce an enrollment made up largely of minority students, many of whom had limited English-speaking proficiency. Despite all the changes in the outside world, however, the school's curriculum offerings and instructional practices were essentially the same as when I was a student. Our students and teachers ached for programs that would provide meaning and relevance.

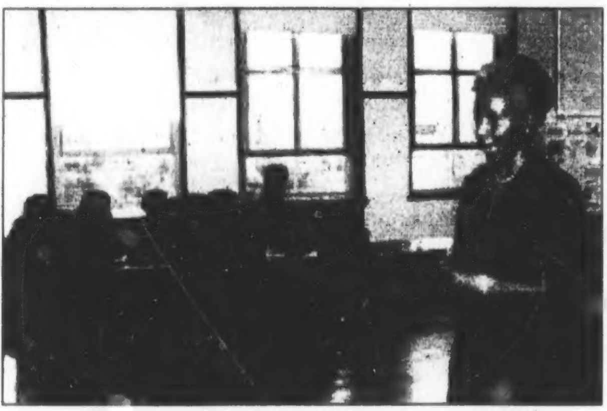
Thanks to a collaboration with the Private Industry Council (PIC)—a coalition of business, government, education, and community leaders committed to helping prepare Boston's youth for work—we were able to begin addressing this problem during the 1980s. Funding and expertise from PIC helped many of Brighton's students develop job skills and find employment.

Then, in 1990, we were able to launch a more extensive school-to-career program. That year, Brighton established the School of Health Professions in response to a mandate that all Boston high schools develop a magnet theme. About 250 of our 1,100 students are in the program. Their core academic classes are supplemented by such courses as Introduction to Health Careers, Anatomy and Physiology, and Medical Techniques. During their junior year, these students spend 15 hours a week exploring and learning about more than 20 health occupations. They also have one afternoon a week when they rotate through different departments like pediatrics and physical therapy at six local hospitals. Seniors are placed in paid internships at health care facilities, getting hands-on work experience in specific medical specialties.

Some Health Professions students are part of a 2+2 course of study coordinated through ProTech, a districtwide school-to-career program sponsored by PIC. They get two years of training in high school plus two years of higher education at local colleges and universities, graduating with an associate degree in a health care field.

As part of their studies, Health Professions students are exposed to many new technologies. They use the Internet to conduct research for class projects, exploring huge databases of health and medical information from government agencies, universities, professional associations, and other institutions. Their hospital rotations and internships give them a solid introduction to the many high-tech tools used in caring for patients. And every student at Brighton is required to take at least one computer science course to graduate, because we know technological literacy is a prerequisite for success in today's digital workplace.

futures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The curriculum for the Health Professions program reflects extensive research into the needs of employers. Our first year was spent forming relationships with local health care institutions, community colleges, and businesses. We also visited several high schools around the country with similar programs and got assistance from ProTech. Periodic visits to health care employers help us keep our curriculum and instructional strategies relevant.

Health Professions faculty members model the "hard work" pathway to success by putting in long hours preparing instruction and continuing their professional development. Each has been extensively trained to integrate various computer technologies into subjects like biology, biotechnology, and genetics. A full-time coordinator acts as a liaison between school and placement sites and is responsible for the program's overall management, which includes supervision and evaluation of teachers, parental outreach, development of internships, and student placement and monitoring.

For students in this program, school has more relevance to work, and work experience has reinforced the need for schooling. It helps them focus on real-world goals and develop their work ethic. They have a deeper understanding than the average high school graduate of the proficiencies, attitudes, and sophisticated skills it takes to survive in today's job market. They are more confident about their own abilities and sure of the direction in which their lives are headed. Their on-the-job experiences give them additional support in reaching their goals; hospital staff are role models and mentors who become involved with students' lives and have a stake in their success.

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Of the 32 students in a recent graduating class from the School of Health Professions, 28 were accepted at two- and four-year colleges that offer degrees in health-related fields and the other four are working full-time in local hospitals. The program is still too new to have produced its first doctor, but I'm sure it will soon. We're considering expanding the school-to-career concept to additional occupations, because we see that students who attend school with a sense of purpose achieve greater success, have greater self-esteem and confidence, and get a clear head start on a bright future. ● ★ **FILM**

Juliette Johnson[2] is the headmaster at Brighton High School.

Snapshots

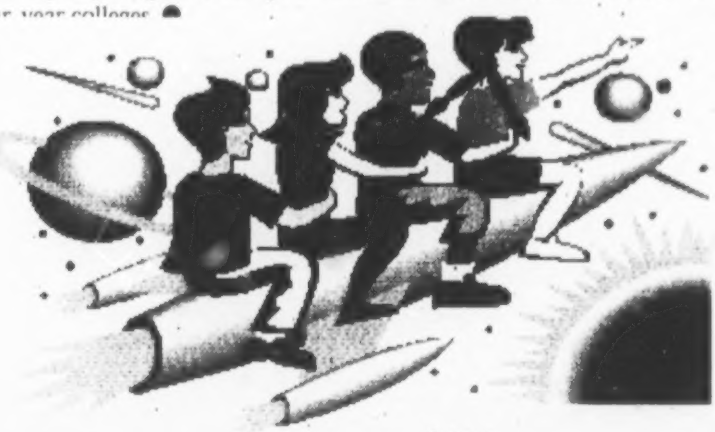
A Career Head Start

Considering they live in a community that boasts such renowned institutions as the Jet Propulsion Laboratory (JPL) and the California Institute of Technology (Caltech) ,it's not surprising that many students in Pasadena, Calif., aspire to careers in science, engineering, and space exploration. Some get a head start on their dreams at Pasadena's GeoSpace Academy, where they gain hands-on experience in fields such as aerospace research, laser technology, and computer-aided drafting. A few even get the opportunity to work side-by-side with some of the world's leading scientists.

The GeoSpace Academy, a partnership between the Pasadena Unified School District, JPL, Caltech, and others, is one of seven Pasadena Partnership Academies that together enroll more than 700 students. The other academies focus on health, technology, visual arts, computers, graphic communications, or business and finance. Located at various high schools, each offers a rigorous blend of academic and work-based learning to a broad spectrum of students, including those at highest risk for school failure. Thanks to dozens of partnerships with area businesses and institutions, academy students make full use of the technologies available in their chosen career field.

Pasadena Partnership Academies Pasadena Unified School District, 351 South Hudson Avenue, Pasadena,CA 91109 **Contact:** Alma Dillard, Coordinator • Phone: (818) 568-4549 • Fax: (818) 795-1191 • E-mail: adillard@pasadena.k12.ca.us • URL:http://www.pasadena.K12.ca.us

Academy graduates are well prepared for entry-level jobs in their particular field."By the time they graduate, our students have resumes and a portfolio of their accomplishments; they've presented a senior project, visited colleges,put on health fairs, and worked extensively with adults," says Marla Keeth, coordinating teacher for the Health Academy. But, since they have also received a solid grounding in academics, the vast majority of graduates opt to continue their education at two- or four-year colleges. ●



A Working School

Hodgson Vo-Tech High School in Newark, Del.,helps students acquire career-oriented skills and habits by applying the principles of the Coalition of Essential Schools, a national organization that encourages students to demonstrate what they've learned. Hodgson's 900 students build houses, assist in the dental clinic located at the school, or work with local employers. Their performance is evaluated in a work-readiness assessment that notes individual attendance, cooperation, and the ability to complete tasks. In order to graduate, all seniors must present a work-based project to a panel of experts who hold it to the standards of their field.

Hodgson guarantees its graduates will measure up on the job. Employers who are dissatisfied can send a graduate back to the school for retraining.

The emphasis on vocational skills does not come at the expense of academics. During the 9th through 11th grades, students take classes from a team of teachers who stress thinking and writing skills in every subject. In 1995, 84 percent of Hodgson students were rated competent or better on Delaware's writing assessment. "Traditional academic skills are an essential part of preparing students for the workplace," says principal Steven Godowsky. ●

Hodgson Vo-Tech High School New Castle County Vo-Tech School District, 2575 Summit Bridge Road, Newark, DE 19702 **Contact:** Steven Godowsky, Principal • Phone: (302) 834-0990 • Fax:(302) 834-0598

A Statewide Approach

Troubled by the recent death of his father and bored with high school, Mark Nordby seriously considered dropping out at the end of his sophomore year. Instead, he took a chance and enrolled in the Wisconsin Youth Apprenticeship Program. "I always learned better by doing and (with this program) I got to put into practice what I studied in school that same day," he says.

Three years later, Mark not only had his high school diploma, he also had earned a Certificate of Occupational Proficiency from the State Labor Department and was in his second year of technical college. As a lead worker at Serigraph Printing in West Bend, Wis., where he has been a paid employee since his junior year in high school, Mark routinely trains other workers. The former self-described "marginal student" now refers to himself as a "fast learner" and has become "a model representative for the company and the Youth Apprenticeship," according to Joe Klahn, an executive at Serigraph.

Under Wisconsin's School-to-Work Initiative, all of the state's school districts will be able to offer students opportunities similar to Mark's by the year 2000. Some 750 students have enrolled in state-sponsored youth-apprenticeship programs since 1992. While the specifics of local programs vary, certain basic elements do not. Applicants are required to be on track to graduate and willing to commit to a two-year program. During their apprenticeship, students must take a class relevant to their work experience. And by the end, they are expected to master essential entry-level workplace competencies identified by industry leaders. ●

Wisconsin Youth Apprenticeship Program,
Office for Workforce Excellence, Wisconsin
Department of Workforce Development,
201 East Washington Avenue, PO Box 7946,
Madison, WI 53707 **Contact:** Joyce Christee,
Youth Apprenticeship Coordinator •
Phone: (608) 267-7210 • Fax: (608) 261-6698 •
Email:chrisjo@DILHR.state.wi.us

Extending Learning through Technology

Apple Classrooms of Tomorrow (ACOT) is a research and development collaboration among public schools, universities, research agencies, and Apple Computer, Inc. Since 1985, this partnership has assisted numerous schools across the country in the creation of technology-rich learning environments and in the study of innovative instructional techniques. In ACOT classrooms, "students can collect information in multiple formats and then organize, visualize, link, and discover relationships among facts and events," says David Dwyer, former Apple Distinguished Scientist.

The underlying goal of the ACOT program is to empower students through technology integration. ACOT students can see how the work they're doing in the classroom is linked to the real world. "I'm doing complex spreadsheets like they do in businesses while I'm still a junior in high school," says one. Another student believes that ACOT classrooms are better "because of the family atmosphere. We develop relationships with students and teachers as we work together on projects."

ACOT also supports several Teacher Development Centers, created to study the impact of hands-on staff development on teaching. Through the centers, ACOT teachers and students work with teachers from their own districts and from schools across the country. Teachers collaborate to identify barriers to integrating technology throughout the curriculum and determine ways to overcome them. They also provide feedback to Apple regarding software applications or specific instructional strategies. "It's very important for teachers who have become comfortable with this new paradigm and the technological applications to share this knowledge with others," says Keith Yocam, manager for the ACOT program. ●

Apple Classrooms of Tomorrow
Apple Computer, Inc., One Infinite
Loop, MS: 301-3E, Cupertino, CA
95014 **Contact:** Apple Classrooms of
Tomorrow • Phone: (408) 974-5992 •
Fax: (408) 862-6430 • URL: http://www.
research.apple.com/research/proj/acot

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A Career Advantage

The hundreds of students who participate in Maine Career Advantage have an extra adult in their lives—an intern supervisor, whose role is modeled closely after that of German career mentors, called "meisters." According to director Susan Brown, "the intern supervisor experience is the key to the success of our program." Intern supervisors are not teachers, but instead are senior workers at local businesses across the state who help train and supervise students who have chosen to take on the challenge of combining school and work. The supervisors help high school and college students, usually on a one-to-one basis, as they learn to manage a weekly schedule which alternates school with full days at a work site.

The goal for students is to earn a Certificate of Skill Mastery guaranteeing employers that the holder has mastered a complex series of work-related skills identified by a state-assembled panel of industry leaders. The Center for Career Development backs up the guarantee by retraining any certificate holder deemed by an employer to lack core skills. Students who enroll in a full two-year internship also qualify for admission into one of Maine's seven technical colleges, where their supervised work experience and tuition-free courses give them up to a year's worth of credits. As the coordinating agency for the program, the Center for Career Development does not limit its role to training interns; it also helps train supervisors, develop curriculum, and facilitate communication among the hundreds of participating high schools and employers. ●

Maine Career Advantage Center for Career Development, Southern Maine Technical College, Fort Road, South Portland, ME 04106 **Contact:** Susan Brown, Director • Phone: (207) 767-5210 • Fax: (207) 767-2542 • E-mail:asbrown@ccd.mtcs.tech.me.us • URL: http://www.mtcs.tec.me.us

Never Too Young

"Something magical happens to your understanding of your job when you have to explain it to a 10-year-old."

While most school-to-career programs focus on the high school years, the Fort Worth Project C^3 (for "Community, Corporations, and Classrooms") serves students from kindergarten through 12th grade. After surveying 3,500 local workers about the levels and types of skills needed in their jobs,the Fort Worth City Schools used the results to link school work to careers and to encourage students to stay in school. Throughout their elementary and middle school years, students work on projects that put their learning in the context of real-world activities. A middle school English class, for example, redesigned the brochures for a county health agency. Another program helps fifth graders visit work sites like banks, the mint, and the airport. An air traffic controller had this to say about the visits: "Something magical happens to your understanding of your job when you have to explain it to a 10-year-old."

Starting in seventh grade, all students take part in Vital Link, a two-week program that provides students with a job-shadowing experience (in which a student follows a worker to see how a job is done). Tenth graders can participate in Next Link, a program which builds on Vital Link by offering longer paid internships. These experiences are closely tied to a redesigned applied-technology curriculum that actively engages students in subjects such as robotics manufacturing and computer-based publishing. More than 330 local businesses have already contributed to the success of Project C^3. ●

Ft. Worth Project C^3 Ft. Worth Independent School District, 100 North University Avenue, Fort Worth, TX 76107 **Contact:** Debby Russell, School/Community Programs Coordinator • Phone: (817) 871-2313 • Fax: (817) 871-2548

Making a Connection

In 1990, a team of parents, educators, and business people helped Roosevelt High School in Portland, Ore., conduct a study and discovered what many students had long suspected: the school's academic program suffered from a lack of connection to students' lives and the demands of work. In response, the school launched Roosevelt Renaissance 2000. This school-improvement effort centers on occupational-cluster programs that help all 1,250 Roosevelt students, including those bound for college, understand the connection between school and their future careers.

Roosevelt Renaissance 2000
Roosevelt High School, Portland Public School District, 6941 North Central Street, Portland, OR 97203
Contact: Janet Warrington, Project Coordinator • Phone: (503) 280-5138 • Fax: (503) 280-5663

Roosevelt has been reorganized into six career paths: arts and communications, business and management, manufacturing and engineering technology, health services, human services, and natural resource systems. Ninth graders explore each path through a required course, Freshman Survey, which includes job shadowing (students follow a worker to see how she does her job) and class projects based on career skills. In the spring of ninth grade, students choose a career path for deeper exploration. In 11th and 12th grades, students take part in supervised work experiences with local employers.

An advisory group of local businesses helps with job placements, provides business-related materials, and helps match the curriculum to the demands of work. Janet Warrington, coordinator of the program, reports that "the experience opens students' minds to thinking about the world of work—both the possibilities and the requirements." As a result, students are seeing the need for science and math, and enrollments in physics and chemistry have gone up. The school is exploring the possibility of offering a certificate of mastery to students who demonstrate acceptable levels of proficiency in reading, writing, and math. From all accounts, it seems that Renaissance 2000 may be living up to its name: student morale has improved and more students are staying in school. ●

> "The experience opens students' minds to thinking about the world of work—both the possibilities and the requirements."

The Missing Link

Each year, ProTech prepares hundreds of Boston inner city students for both high-skilled jobs and education beyond high school by reinforcing the ties between school and career. Beginning in the summer after 10th grade, workshops help students adjust their dress and behavior for the workplace, while classes at local colleges help them prepare for ProTech's academic requirements. Once they start 11th grade, ProTech students alternate classes at their high schools with paid 16-hour-per-week internships in health, finance, environmental services, business, or public utilities. Specialized English and science classes help students link their studies to their jobs. Teachers get help incorporating workplace skills into these academic classes through work site visits, monthly meetings with ProTech counselors and workplace mentors, and summer curriculum workshops. At school and work, a personal counselor provides ProTech students with whatever it takes for them to stay on track, from tutoring or help with financial aid forms to more personal matters.

ProTech Boston Private Industry Council, 2 Oliver Street, Boston, MA 02109 **Contact:** Keith Westrich, Director • Phone: (617) 423-3755 • Fax: (617) 423-1041

So far, ProTech students are making the intended connections. More than two-thirds still work at companies where they apprenticed and more than 95 percent of the class of 1995 went on to two- or four-year colleges, where they can continue to consult with a ProTech counselor until they graduate. ● ★ FILM

ACCESS TO INFORMATION

Organizations

American Youth Policy Forum (AYPF) Description: Informational organization linking federal policy makers with school-to-career program directors, staff, and researchers. **Purpose:** To help law makers make informed decisions about school-to-career programs. **Activities:** Conducts forums on topics such as national-skill standards and career preparation. Sponsors field trips for policy makers to observe model programs. Publishes reports and briefings by practitioners and researchers. **Contact:** Glenda Partee, Co-Director • American Youth Policy Forum, 1001 Connecticut Avenue NW, Suite 719, Washington, DC 20036 • Phone:(202) 775-9731 • Fax:(202) 775-9733

Business Coalition for Education Reform (BCER) Description: A coalition of 11 national business organizations: the American Business Conference,the Black Business Council,the Business Higher Education Forum, The Business Roundtable,the Committee for Economic Development, The Conference Board,the Chamber of Commerce of the United States, the National Alliance of Business, the National Association of Manufacturers,the National Association of Women Business Owners,and the U.S. Hispanic Chamber of Commerce. **Purpose:** To strengthen America's schools by supporting and expanding business involvement in education at the national,state,and local levels. **Activities:** Works with a network of local and state business-led coalitions to ensure standards reflect the academic and workplace skills needed for sustaining a growing economy, to help the public understand the need for academic standards and fundamental school reforms,and to provide expertise to states and communities who want to learn from others' experiences in advancing education reform. **Contact:** Aimee Rogstad Guidera, Project Director • Business Coalition for Education Reform, National Alliance of Business, 1201 New York Avenue NW, Washington, DC 20005 • Phone: (202) 289-2901 • Fax:(202) 289-1303 • E-mail: guideraa@nab.com • URL:http://www.bcer.org

> "A long-term investment in comprehensive school-to-work transition strategies will, for the first time in our history, create a level playing field for all youth."
>
> William Bloomfield
> Executive Director
> School & Main

The Business Roundtable (BRT) Description: An advocacy and information organization comprised of about 200 of the largest corporations. **Purpose:** Supports business leaders around the nation as they work to change education, primarily at the state level. **Activities:** Holds conferences,serves as an information clearinghouse,publishes reports,and supports education policy initiatives. **Contact:** Susan Traiman, Director, Education Initiative • The Business Roundtable,1615 L Street NW, Suite 1100, Washington, DC 20036 • Phone: (202) 872-1260 • Fax: (202) 466-3509

High Schools that Work Description: A school-improvement program of the Southern Regional Education Board (SREB) that works with more than 550 schools in 21 states. **Purpose:** To replace traditional general and vocational tracks with a curriculum emphasizing academic skills,career concentrations,and integrated academic and technical studies for all students. **Activities:** Hosts conferences and workshops. Publishes books and reports on how to change practices and develop exemplary programs. Conducts assessments of students and teachers. **Contact:** Gene Bottoms, Director • High Schools that Work, Southern Regional Education Board,592 10th Street NW, Atlanta, GA 30318 • Phone:(404) 875-9211 • Fax: (404) 872-1477 • E-mail: gbottoms@sreb.org • URL:http://www.peach.net/sreb/programs/high

Jobs for the Future (JFF) Description: A national,nonprofit policy and research organization that has worked with more than 20 states and 120 local partnerships to develop, improve,and evaluate school-to-career systems. **Purpose:** To enhance economic security and access to opportunities for all citizens by strengthening the transitions between learning and work. **Activities:** Conducts research, designs systems, provides technical assistance,and proposes policy innovation on the interrelated issues of work and learning. Helped develop the federal School to Work Opportunities Act of 1994. Publishes program briefings,manuals,and fact sheets. **Contact:** Mary Ellen Bavaro, Director of Communications • Jobs for the Future, One Bowdoin Square, Boston,MA 02114 • Phone: (617) 742-5995 • Fax: (617) 742-5767 • E-mail:mebavaro@jff.org

> "We need young people who can demonstrate mastery of both rigorous academic and behavioral skills. Too often, we judge them on how many years they sit in classroom seats or how many written tests they pass by rote memorization."
>
> Samuel Halperin Co-Director
> American Youth Policy Forum

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[illegible] Boston, MA • Photo by Christopher Fitzgerald

National Academy Foundation (NAF) **Description:** A nonprofit organization established in 1989. **Purpose:** To promote "academies"—schools-within-schools that combine paid internships with concentrated studies in a particular industry, such as financial services, travel and tourism, or public service—in order to prepare graduates for careers or college. **Activities:** Provides assistance to more than 170 programs in 30 states and the District of Columbia. Helps forge local partnerships composed of school, business,and community leaders. Supplies instructional materials,funding advice, and staff development for local program directors and instructors. **Contact:** E. Bonnie Silvers, Director of New Initiatives • National Academy Foundation,235 Park Avenue South,7th Floor, New York,NY 10003 • Phone: (212) 420-8400 • Fax: (212) 475-7375 • URL: http://www.nafl.org

National Association of Partners in Education, Inc. (NAPE) **Description:** A national membership organization of schools, community groups, businesses,universities,and government agencies. **Purpose:** To promote partnerships among its members. **Activities:** Advises corporations on how to collaborate in support of community-wide education initiatives. Conducts research, provides technical assistance and training, holds conferences,and maintains a database of partnerships for members' use. **Contact:** Linda Beck, Director of Field Services • National Association of Partners in Education, Inc.,901 North Pitt Street, Suite 320, Alexandria, VA 22314 • Phone: (703) 836-4880 • Fax: (703) 836-6941 • E-mail:napehq@napehq.org • URL: http://www.napehq.org

National Center for Research in Vocational Education (NCRVE) **Description:** The nation's largest center for work-related education research. Headquartered at the University of California Berkeley with eight consortium sites at other major research centers. **Purpose:** To strengthen education to prepare all individuals for lifelong employment and learning. **Activities:** Conducts research on work-related education, such as identifying exemplary practices. Uses findings to assist in the improvement of programs,including the development of training materials for integrating vocational and academic curricula. Disseminates research findings and conducts outreach through school networks, seminars,and conferences. **Contact:** Peter Seidman, Dissemination Program Director • National Center for Research in Vocational Education, University of California Berkeley, 2030 Addison Street, Suite 500, Berkeley, CA 94720 • Phone:(800) 762-4093 • Fax: (510) 642-2124 • E-mail: askncrve@vocserve.berkeley.edu • URL: http://vocserve.berkeley.edu

National School-to-Work Learning and Information Center **Description:** Federally funded information clearinghouse of the National School-to-Work Office. **Purpose:** To provide a central resource for the development of school-to-career efforts nationwide. **Activities:** Tracks and disseminates information on funding and legislative developments, conference announcements,and exemplary programs. Maintains a comprehensive database of programs,publications,and organizations. Information available through bulletins, workshops,and the Internet. **Contact:** Bryna Shore Fraser, Project Director • National School-to-Work Learning and Information Center, 400 Virginia Avenue SW, Room 210, Washington, DC 20024 • Phone: (800) 251-7236 • Fax: (202) 401-6211 • E-mail:stw_lc@ed.gov • URL: http://www.stw.ed.gov/

The Partnership for Kentucky School Reform **Description:** An advocacy organization made up of Kentucky business people, educators,and government officials. **Purpose:** To raise public awareness about,and support for, the educational reform provisions of the Kentucky Education Reform Act of 1990 (KERA). **Activities:** Identifies issues and strategies central to the implementation of KERA.Encourages businesses to inform employees about educational issues and helps them get involved in public schools. Provides advice to business and community members. Manages a resource center on educational reform,a speakers bureau, and a toll-free information line. **Contact:** Carolyn Witt Jones, Director • The Partnership for Kentucky School Reform,PO Box 1658, Lexington,KY 40592 • Phone: (800) 928-2111 • Fax: (606) 233-0760 • E-mail: partnerky@aol.com

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Pioneering Partners Foundation Description: A national,nonprofit foundation that began as a partnership between the GTE Corporation,the Council of Great Lakes Governors,and selected school districts in eight states. **Purpose:** To improve the ways teachers teach and children learn through technology; to recognize outstanding teachers who have pioneered innovative technology applications; and to bring together leaders in education, business,and government in partnerships that expand technology opportunities. **Activities:** Selects teams of teachers and administrators each spring after a competitive application process. Grants funding, technical assistance,and ongoing support to help teams implement their technology-dissemination plans throughout the following school year. The Pioneering Partners Leadership Summit,held each summer, is an intensive, week-long, professional development program designed to promote education, business,and government collaboration. **Contact:** Ellen Jones, Program Manager • Pioneering Partners Foundation, 16 Bayberry Square, 1645 Falmouth Road, Centerville,MA 02632 • Phone: (508) 778-7200 • Fax: (508) 778-2553 • E-mail:PPFcapecod@aol.com • URL:http://www.macomb.k12.mi.us/pphome.htm

Workforce Skills Program Description: A program of policy analysis and technical assistance created in 1990 under the umbrella of the National Center on Education and the Economy (NCEE). **Purpose:** To advance the recommendations of the Commission on the Skills of the American Workforce as outlined in NCEE's 1990 report, America's Choice: High Skills or Low Wages. Among other recommendations,the report calls for strengthening preparation in academics and occupational skills and advocates the establishment of a system to certify that students have met specific performance standards. **Activities:** Works with regional,state,and local governments. Organized a consortium of states committed to restructuring their education, employment,and training systems. Holds workshops on academic and skill standards,school-to-career issues,and employment and training services issues. Arranges meetings between educators, business people,and community members. Publishes a variety of policy documents,guides, and videos. **Contact:** Betsy Brown Ruzzi, Associate Director • Workforce Skills Program, National Center on Education and the Economy, 700 Eleventh Street NW, Suite 750, Washington, DC 20001 • Phone: (202) 783-3668 • Fax: (202) 783-3672 • E-mail:BBrownruzzi@ncee.com

Tech Corps Description: A national,nonprofit organization of corporate volunteers. Currently active in 40 states. **Purpose:** To bring new technology into K-12 classrooms nationwide. **Activities:** Recruits volunteers from businesses to help schools integrate new technologies into the curriculum.Establishes guidelines for effective school-business partnerships, tracks individual state efforts, acts as an information clearinghouse for program developers, and maintains a Web page to help link businesses interested in education. **Contact:** Karen Smith, Executive Director • Tech Corps, PO Box 832, Sudbury, MA 01776 • Phone: (508) 620-7749 • Fax: (508) 875-4394 • E-mail:ksmith@ustc.org • URL:http://ustc.org

Periodicals

"When a majority of companies become involved in creating and supporting innovative programs in the schools and those efforts are backed by changes within schools, districts, communities, and education policy, then we will begin to transform the system so that each child has the opportunity to achieve an excellent education."

Diana W. Rigden,[3] Director of Teacher Education Programs, Council for Basic Education

Center Work Description: Quarterly journal. **Focus:** Presents key findings from important vocational education research,discusses successful practices around the country, and includes annotations of National Center for Research on Vocational Education publications. **Publisher:** NCRVE, Berkeley, CA • Phone: (800) 762-4093.

Visions Description: Annual newsletter of the Pacific Bell Foundation. **Focus:** Informs corporate employees and the general public about educational issues such as technology use,curriculum integration, and school-business partnerships. Newsletters include program descriptions and guides to resources for further information. **Publisher:** Education for the Future Initiative, Chico, CA • Phone: (916) 898-4482.

Crossroads Description: Semiannual newsletter. **Focus:** Tracks the activities of Jobs for America's Graduates programs throughout the country. Reports on pending legislation,funding developments,and school-to-career activities in various states. Includes information on national school-to-career events. **Publisher:** Jobs for America's Graduates, Alexandria, VA • Phone: (703) 684-9479.

IEE Brief Description: Quarterly research digest. **Focus:** Summarizes reports of the Institute's current research on critical school-to-career issues such as standards and the effectiveness of various programs for different types of students. Also includes bibliographic references for more in-depth study. **Publisher:** Institute on Education and the Economy, Teachers College, Columbia University, New York,NY • Phone: (212) 678-3091.

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Readings

ProTech, Boston, MA • Photo by Christopher Fitzgerald

Bailey, Thomas, and Donna Merritt. **The School-to-Work Transition and Youth Apprenticeship: Lessons from the U.S. Experience.** Manpower Demonstration Research Corporation: New York, NY, 1993. Phone: (212) 532-3200. ● Since there is no comprehensive apprenticeship model in the U.S., this study examines four components of existing programs: student participation, educational content, location of instruction, and credentialing. Offers recommendations for program improvement and further study.

The Commission on the Skills of the American Workforce. **America's Choice: High Skills or Low Wages!** National Center on Education and the Economy: Rochester, NY, 1990. Phone: (716) 546-7620. ● An oft-cited report that warns that American students will be doomed to low-wage jobs or unemployment unless they meet high academic standards closely tied to skills required in advanced manufacturing and service occupations. Calls for states to certify high school graduates who meet national performance-based skills standards.

Council for Aid to Education. **Business and the Schools: A Guide to Effective Programs, 2nd Edition.** CFAE: New York, NY, 1992. Phone: (212) 661-5800. ● With descriptions of more than 125 programs, this volume provides an overview of school-business partnerships, offers strategies for business involvement, and focuses on key areas of educational reform. Includes a list of resource organizations and an annotated bibliography.

The Business Roundtable. **A Business Leader's Guide to Setting Academic Standards.** BRT: Washington, DC, 1996. Phone: (202) 872-1260. ● A guide for business leaders that explains the debate about academic and workplace standards, identifies ways businesses can be involved in setting standards, provides examples of approaches in various states, and offers resources for further exploration.

Goldberger, Susan, Richard Kazis, and Mary K. O'Flanagan. **Learning Through Work: Designing and Implementing Quality Worksite Learning for High School Students.** Manpower Demonstration Research Corporation: New York, NY, 1994. Phone: (212) 532-3200. ● This "how-to" guide prepared by Jobs for the Future offers 10 basic elements for successful worksite learning, such as coordinating school and work experiences and having students stay in programs for at least two years. Includes sample contracts, evaluation sheets, and observation forms.

National Alliance of Business. **The Challenge of Change: Standards to Make Education Work for All Our Children.** NAB: Washington, DC, 1995. Phone: (800) 787-7788. ● One of three booklets in a series on business support of academic standards. Outlines the underlying principles of educational standards and discusses the roles and responsibilities of business in their development.

National Alliance of Business and The Business Roundtable. **The Business Roundtable Participation Guide: A Primer for Business on Education.** NAB and BRT: Washington, DC, 1991. Phone: (202) 289-2888. ● This guide for business leaders discusses issues associated with restructuring education, including curriculum, site-based management, technology use, and accountability. Includes recommendations for effective business involvement in education.

> "Once teenagers use their academic studies at work, they return to the classroom with renewed energy and purpose. They discover that learning can be relevant and engaging."
>
> Stephen F. Hamilton[6]
> Director, Cornell Youth and Work Program,
> Cornell University

Smith, Hedrick. **Rethinking America: A New Game Plan From the American Innovators: Schools, Business, People, Work.** Random House: New York, NY, 1995. Phone: (800) 793-2665. ● A journalist presents evidence of the need for innovation and a strong school-to-work system to keep America competitive in a global economy. Offers a range of views from international corporate executives to students enrolled in school-to-career programs.

Stern, David, Neal Finkelstein, James R. Stone III, et al. **School to Work: Research on Programs in the United States.** Falmer Press: Bristol, PA, 1995. Phone: (215) 785-5800. ● One of the most comprehensive studies to date on school-to-work programs. Includes research on programs such as career academies, apprenticeships, and cooperatives. Concludes that these programs graduate students who enjoy somewhat higher wages and hold post high school jobs longer than other students.

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Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor. **What Work Requires of Schools: A SCANS Report for America 2000.** U.S. Dept. of Labor, SCANS: Washington, DC, 1991. Phone: (202) 512-1800. ● This report projects what jobs will be like in the year 2000 and details competencies that workers will need, including the ability to work as part of a team, understand complex systems, acquire and use information, manage time and resources, and work with various technologies.

Wentworth, Eric. **Agents of Change: Exemplary Corporate Policies and Practices to Improve Education.** The Business Roundtable: Washington, DC, 1991. Phone: (202) 872-1260. ● Identifies factors that are essential for successful school-business partnerships. Recommendations such as making time for employees to help in schools are supported with examples from programs around the country.

> "Counselors and teachers must become familiar with the modern workplace through site visits, internships, and industry workshops so they can integrate career skills and high academic standards for all students."
>
> Marilyn Raby,[7] Consultant, National Center for Research in Vocational Education, University of California Berkeley

Gold, Lawrence N. **States and Communities on the Move: Policy Initiatives to Create a World-Class Workforce.** William T. Grant Foundation Commission on Work, Family and Citizenship: New York, NY, 1991. Phone: (212) 752-0071. ● Profiles the efforts of more than a dozen states to help young people make the transition from school to career. Reviews legislation and funding; gives contacts for state programs.

Contact Information

> "Working as partners with educators and the community, business can share expertise, personnel, and resources, as well as serve as a catalyst to increase public awareness of educational reform issues such as standards, assessment, accountability, and technology."
>
> Ronn Robinson,[8] Corporate Director, Education Policy, The Boeing Company

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National Alliance of Business, 1201 New York Avenue NW, Washington, DC 20005 •
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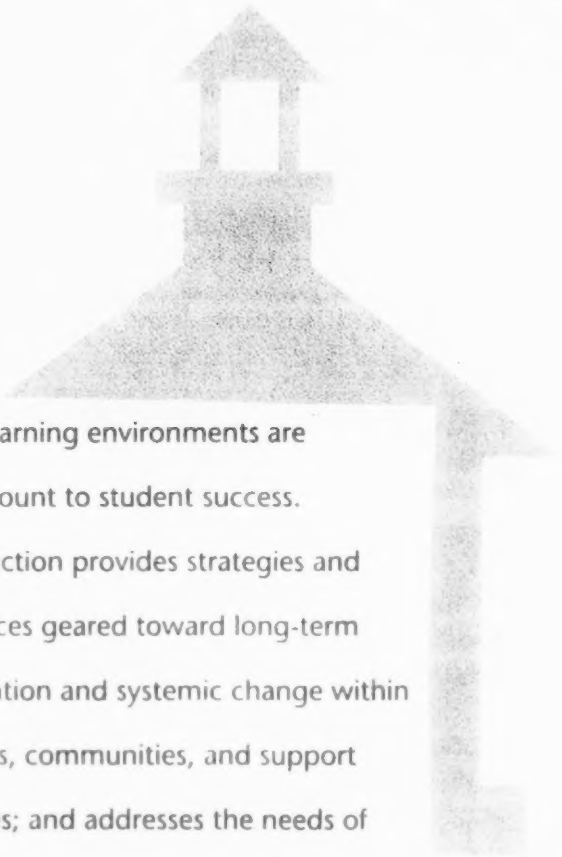

Safe learning environments are paramount to student success. This section provides strategies and resources geared toward long-term prevention and systemic change within schools, communities, and support services; and addresses the needs of all young people early in their lives.

4

Guidelines to Safe Schools & Integrated Services

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The paradox of our time in history is that we have
taller buildings, but shorter tempers;
wider freeways, but narrower viewpoints;
we spend more, but have less; we buy more, but enjoy it less.

We have bigger houses and smaller families;
more conveniences, but less time;
we have more degrees, but less sense;
more knowledge, but less judgment;
more experts, but more problems; more medicine,
but less wellness.

We have multiplied our possessions, but reduced our values.
We talk too much, love too seldom, and hate too often.
We've learned how to make a living, but not a life;
We've added years to life, not life to years.

We've been all the way to the moon and back,
but have trouble crossing the street to meet the new neighbor.
We've conquered outer space, but not inner space;
We've cleaned up the air, but polluted the soul;
We've split the atom, but not our prejudice.

We have higher incomes, but lower morals;
We've become long on quantity, but short on quality.
These are the times of tall men, and short character;
steep profits, and shallow relationships.

These are the times of world peace, but domestic warfare;
more leisure, but less fun; more kinds of food, but less nutrition.
These are the days of two incomes but more divorce;
of fancier houses, but broken homes.

It is a time when there is much in the show window and
nothing in the stockroom;
a time when technology can bring this letter to you,
and a time when you can choose either to make a difference . . .
or not.

– Unknown Columbine High School Student

4. Guidelines to Safe Schools & Integrated Services

Events occur which provide wake-up calls. On April 20, 1999, the tragic shootings at Columbine High School in Littleton, Colorado stunned our nation. This event was the worst school catastrophe in American history. It tapped into some of the public's deepest fears about their children, and their neighbors' children. In a survey fielded in December 1998, Public Agenda Online "found the public divided over what has caused a string of school shootings, but that teens were far more likely to blame the teens involved than adults, who focused on guns and the influence of the media."

Too many times in recent years, the nation's newscasts have been filled with scenes of violence from our schools. Our natural response to these occurrences is to look for quick-fix programs or treatments to keep such events from happening again. We talk about installing metal detectors in school buildings, assigning more law enforcement personnel to patrol school hallways, searching more aggressively for weapons on school grounds, and training staff to intervene in a crisis. We also look for easy targets of blame - the perpetrators themselves, their parents, and school officials who "should have seen it coming."

Public Agenda's 1997 study, *Kids These Days*, found Americans to be deeply troubled over the character of the next generation. Less than half of the general public — and strikingly, only a third of teenagers — say today's generation of teens will make the world a better place. Very few Americans say it is common to find teens or children who are friendly or respectful. Also, most Americans worry that their children are exposed to too many negative influences and that too many parents fail to discipline their children. Nevertheless very few people are willing to give up on even the most troubled youth, strongly believing that almost any child can be helped.

> *"Research shows that a child who has been either abused or witnesses such behavior is 40% more likely to be violent as an adult."*
>
> - KidsCount in Colorado! 1998

While experts contend that public schools are still among the safest U.S. institutions, there have been a string of six mass shootings over the past 18 months. The public considers safety to be a crucial quality in any school. When asked to set priorities for public schools, Americans put safety and discipline at the top of their list, above any reform measures. While natural, these responses fall short of what we, as a society, need to do to prevent the incidents in Littletons, Jonesboros, and Paducahs of the future. Even as we institute the necessary short-term fixes, we need to think long-term about the issues that underlie the violence that we are witnessing. We need to examine how schools and communities can change in ways that address the needs of all young people early in their lives. Only through such systemic approaches can we hope to preclude tragedies within our schools and communities.

The intent of this Section is to serve as a resource for anyone seeking long-term solutions to the problems mentioned above. While many of the strategies and resources necessarily include short-term measures, it is also our intent to provide tools for long-term prevention and systemic change.

SAFE SCHOOLS: WHAT SCHOOL-TO-CAREER CAN OFFER

Each and every one of us is concerned about having a safe environment for learning. As described on pages 17 and 18, School-to-Career strategies are strong mechanisms for addressing the learning and career development for all youth. Additionally, the structure of School-to-Career partnerships and the Colorado General Workplace Competencies are elements that can support communities as they address school safety issues.

SCHOOL-TO-CAREER PARTNERSHIPS

One of the major intents of the School-to-Work Opportunities Act is to "promote the formation of local partnerships" – defined as the entity that is responsible for the local School-to-Work/Career system. These partnerships consist of employers, representatives of educational institutions, representatives of labor organizations and/or non-managerial employee representatives, and students. Other entities are included such as community-based organizations, local government agencies, and parent organizations.

> *"Over the past 35 years, the youth suicide rate has tripled. Research has shown that access to or the availability of firearms is a significant factor in this increase."*
>
> – KidsCount in Colorado! 1998

In Colorado, there are 91 School-to-Career Partnerships. These partnerships include 144 of the 176 school districts (that serve 93% of the state's K-12 population) all institutions of higher education and 23,000 business and community members. These partnerships can be effective in addressing safe school issues. The advantages of this relationship are listed as follows:

- These partnerships are already established and have an active membership that includes: educators, employers, and community members.
- School-to-Career partnerships have productive track records of working together to solve common problems.
- Networking capabilities are available due to the broad-based representation of each partnership.
- Opportunities to establish a wide variety of mentors for youth at-risk

Establishing a diverse group from any community is often difficult. Valuable time can be lost during the initial phases of task force development. Having a functioning group with the necessary structure and leadership to address complex issues is an advantage for any community. School-to-Career partnerships should be used as a resource to identify, plan and implement policies that endorse safe schools. With the emphasis on engaging business in School-to-Career efforts, these policies can span the education, business and community environments.

RESILIENCY AND ASSET BUILDING

Today's literature and research on at-risk youth is filled with information on resiliency and asset building. These fields of study look at the "social skills" and the competencies that are found in youth that have significant risk factors and deterrents. In most cases these youth are successful in spite of their restraints and challenges.

Linquanti (1992) defines resiliency as "that quality in children who though exposed to significant stress and adversity in their lives, do not succumb to school failure, substance abuse, mental health, and juvenile delinquency problems that they are at greater risk of experiencing". According to the monograph Developing Resilience in Urban Youth 1996, most experts agree on five major traits to define resiliency.

1. Social Competencies or the Demonstration of Pro-Social Behaviors: The ability for youth to find, have and keep positive relationships with others

2. Well Developed Problem Solving Skills: The ability to plan, make choices and recognize social influences in the environment and make decisions about these influences.

3. Autonomy: A strong sense of personal identity and self-worth and the ability to apply self-discipline and act independently.

4. Spiritual Commitment: Resilient youth have a stable belief system and a sense of their value as a community member.

5. Sense of Purpose and Future: These youth are very goal-directed and are motivated to achieve.

The Search Institute has identified 40 Assets for youth that lead to healthy development and that assist young people towards growing into caring and responsible adults. These are broken down into External and Internal Assets. Each has four major categories that include:

External Assets

- **Support:** Having support at home, at school, and in the community.
- **Empowerment:** Young people are valuable and contributing members of the community.
- **Boundaries and Expectations:** There are consistent expectations and boundaries at home, at school and in the community.
- **Constructive Use of Time:** Youth are engaged in meaningful sponsored activities and lessons.

Internal Assets

- **Commitment to Learning:** The young person is motivated and engaged in school including homework and reading for pleasure.
- **Positive Values:** There is a personal value on helping and the equality of others; a commitment to honesty, integrity, responsibility; and young people demonstrate restraint in sexual behavior, and drug/alcohol use.
- **Social Competencies:** Youth have the ability to plan, make decisions, resolve conflicts, and demonstrate interpersonal and cultural competence.
- **Positive Identity:** There is a feeling of having control over ones' life, positive self-esteem and a sense of purpose, and a positive outlook on life.

WORKPLACE COMPETENCIES

In 1997, the Colorado Workplace Competencies were developed and validated by employers and educators across the state. These competencies are the skills need to succeed in a career, education and adult life. Educators across the state are integrating these competencies into their curriculum to assist students in developing positive skills in 28 areas categorized under the following headings:

- Communication
- Organization
- Thinking
- Technology
- Worker Qualities

These Competencies are comparable to many of the skills identified in the resiliency literature and through the Search Institute. The added benefit to the Colorado Workplace Competencies and School-to-Career is the involvement of business in the implementation of these skills and the direct connection with academic content standards and assessment.

Section Five of this Manual entitled Professional Development contains several examples of how the Colorado Workplace Competencies have been integrated with academic content standards and assessment. (Refer to Appendix G, *Colorado General Workplace Competencies.)*

Communication Skills - Demonstrates the ability to receive and relay information clearly and effectively

- **listening** – receives, attends to, understands and responds to verbal and non-verbal messages
- **speaking** – clearly organizes and effectively presents ideas orally
- **reading** – locates, understands and interprets written information in prose and documents to perform tasks

- **writing** – organizes and effectively presents ideas and information in writing
- **interpreting** – delineates and analyzes oral and written information and synthesizes information into a conclusion
- **negotiating** – works toward agreement while maintaining position
- **persuading** – communicates ideas to justify position, overcome resistance and convince others

Organizational skills – Demonstrates the ability to work effectively and efficiently

- **planning** – devising and outlining a process to achieve a goal and timeline
- **time management** – applies appropriate time to task and manages multiple priorities
- **using resources** – identifies, organizes, plans and allocates resources
- systems thinking – understands the nature of systems, develops and adapts systems to meet organizational needs
- **evaluating** – collects, evaluates and uses data to monitor and improve performance

Thinking Skills – Demonstrates the ability to use reasoning

- **problem solving** – identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action
- **decision making** – uses a process to identify goals and constraints, evaluate alternatives and reach a conclusion
- **creative thinking** – generates new and innovative ideas
- **learning** – uses efficient techniques to acquire and apply new knowledge and skills
- **analyzing** – identifies bias of information sources, evaluates contradictory information and effectively manages information
- **mathematics** – performs basic computations and solves practical problems by applying appropriate mathematical techniques

Worker Qualities – Demonstrates the characteristics of an effective worker

- **self-management** – demonstrates punctuality, readiness to work, initiative and the capacity for life long learning and personal growth
- **team member** – contributes to group effort through cooperation and consensus
- **responsibility** – follows through consistently with honesty and integrity
- **flexibility** – shows versatility and the ability to change
- **leadership** – creates a direction/vision for others to follow, aligns management methods with vision and implements a system of accountability

- **works with diversity** – accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas

Technology Skills - Demonstrates the ability to work with a variety of technologies and equipment

- **demonstrates computer literacy** – uses key boarding skills, computer programs, and understands basic computer operations
- **selects technology** – chooses appropriate procedures, tools or equipment
- **applies technology** – understands overall intent and proper procedures for using selected technology and equipment
- **uses technical information** – interprets and uses data generated from a variety of technological devices

NOTE: Technology refers to any device, tool or piece of equipment that facilitates or supports efficient completion of work. Some examples include: machinery, computers, scientific equipment, fax machines, voice mail, overhead projectors, VCRs, cash registers, calculators, etc.

> *"Youth crime, suicides, and three-risk factor births all exact a toll at some point on human lives and community resources."*
>
> *– KidsCount in Colorado! 1998*

INTEGRATED SERVICES FOR AT-RISK YOUTH

An ongoing challenge in Colorado is to establish and sustain collaboratives and partnerships, between schools, communities, and integrated services. This task is especially critical to the well being of at-risk youth. Reasonable access to health and human services can mean the difference between success and failure for young people in need of a support system. The following essay (used with permission, copyright 1996, Oak Brook, IL: North Central Regional Education Laboratory), was researched and written by Atelia Melaville, consultant and co-author of *Together We Can: A Guide for Crafting a Profamily System of Education and Human Services* (U.S. Department of Education and U.S. Department of Health and Human Services, 1993), as well as past senior associate at the Center for the Study of Social Policy. In concert with Ms. Melaville's article, we have compiled a list of strategies and resources from national and statewide research on guidelines to safe schools and integrated services.

CRITICAL ISSUES: LINKING AT-RISK STUDENTS AND SCHOOLS TO INTEGRATED SERVICES

ISSUE: Many children live in vulnerable families and neighborhoods where the incidence of poverty, teen pregnancy, unemployment, substance abuse, and violence is widespread. Schools are increasingly recognizing that the educational performance of at-risk children will not improve unless efforts are made to remove the barriers to learning created by problems that begin outside the classroom walls. Linking students and schools to integrated health and human services is one strategy to do this.

OVERVIEW: In many communities, the comprehensive supports and services children and families need to succeed are often not available, affordable, or accessible. These comprehensive services and supports respond to the full range of child and family needs. They include opportunities to develop young people's talents and interests, formal and informal supports to prevent problems from getting out of hand, and specialized treatment and remediation services when prevention is not enough. As Ianni (1993) reports, "The problem for those at greatest risk is that the factors are often interconnected, combining and reinforcing each other with devastating effects on the life course....Even when the risks in one area are reduced, the lack of progress in another may render that success meaningless" (p. 29). Comprehensive services and supports should be designed to maximize the rates of success, not just minimize problems.

"Because effective services are not the norm today, communities are likely to find that they need to modify, expand, or create new services and supports, as well as to develop linkages among existing services....It is vital that the community's vision of the supports and services it needs for its families go beyond a list of formal, professionally-driven services delivered by a human services agency." (Improved Outcomes Project, 1994a, p. 12)

Even when services do exist, a fragmented service delivery system offers at-risk children too little, too late. An emphasis on measurable results sets the current wave of service integration initiatives apart from earlier efforts to improve services (Kagan with Neville, 1993). Today most practitioners and policymakers agree that "greater emphasis upon the client-focused outcomes of collaborative efforts is vital. As funders increasingly and rightfully demand accountability for spending, client outcomes data becomes increasingly significant" (Young, Gardner, Coley, Schorr, & Bruner, 1994, p. 7). On their own, schools are neither capable of, nor responsible for, providing more responsive services and ensuring better results for children and families.

Although young people spend much of their time in school, a variety of other community institutions share responsibility for creating the conditions in which young people can succeed. Schools, however, are increasingly recognizing their changing role as essential partners in establishing collaboratives and partnerships. Superintendents play a key role in developing collaborative initiatives. Alonzo Crim, former Atlanta superintendent, points out, "Superintendents need to aggregate power to get things done for children. We need to put things together, coordinate, collaborate, and provide a vision and a forum to talk about these issues....The major forces have to coalesce to get the job done; otherwise we will be tilting at windmills" (Clark, 1991, p. 2). The collaboration must be broad-based. According to Etta Lee Powell, former superintendent of the Cincinnati public schools, "All related organizations must come together in a roundtable; we must get away from one-on-one...we must identify the problem, get people to come together, assemble the resources, formulate a strategy, and provide for evaluation" (Clark, 1991, p. 2).

Parents must be included in this effort for it to be successful. All partners must develop more effective services that are intense, comprehensive, and flexible. The separate services must be provided in an integrated delivery system in which services are connected through a variety of mechanisms so that children and families get the help they need, when and where they need it. An integrated system also ensures that the time and resources of service providers are used as efficiently as possible while meeting the full needs of children and families.

There is wide agreement that the governance of these initiatives—including fiscal, administrative, and operational systems—should be school-linked.

"In a school-linked approach to integrating services for children, (a) services are provided to children and their families through a collaboration among schools, health care providers, and social service agencies; (b) the schools are among the central participants in planning and governing the collaborative effort; and (c) the services are provided at, or are coordinated by personnel located at, the school or a site near the school." (Center for the Future of Children, 1992, p.7)

Whether the services themselves should be school-based, i.e., provided directly at the school, is a matter of some discussion. The most comprehensive approach to school-linked services combines school restructuring with service delivery in what some educators term "full-service schools."

"The vision of the full-service school puts the best of school reform together with all other services that children, youth and their families need, most of which can be located in a school building. The educational mandate places responsibility on the school system to recognize and innovate. The charge to community agencies is to bring into the school: health, mental health, employment services, child care, parent education, case management, recreation, cultural events, welfare, community policing, and whatever else may fit into the picture. The result is a new kind of 'seamless' institution, a community-oriented school with a joint governance structure that allows maximum responsiveness to the community, as well as accessibility and continuity for those most in need of services." (Dryfoos, 1994, p.12)

In general, school-linked service delivery initiatives constitute part of a larger movement to strengthen the economic, social, and physical well-being of communities and to increase successful outcomes for all children and families. Service integration strategies and community development strategies often must go hand in hand. Experience has shown that system reform alone may not be enough to significantly transform educational, social, and health outcomes: "In some environments, system reform efforts must be augmented by social-capital and economic development initiatives that target the whole community...and increase the access of poor families to incomes, opportunity and work" (Annie E. Casey Foundation, 1995).

GOALS:

- School personnel will collaborate at every level with other institutions that share responsibility for meeting the needs of children, families, and their communities.
- Parents and community leaders will actively participate in the design, implementation, and evaluation of new service delivery strategies.
- Outcomes in key areas selected and prioritized by the community, based on their local circumstances, will improve measurably.
- All students will have access to affordable, high-quality services.

ACTION OPTIONS: Collaborative initiatives linking students to integrated services take many forms, depending on local needs and resources. They can vary along at least four dimensions: 1) the goals of the effort; 2) the nature of the services provided; 3) where services are located; and 4) who is responsible for their provision (Levy & Shepardson, 1992).

There are several ways to get collaboratives to work for students:

- Convene a collaborative that can develop a reasonable degree of internal trust.
- Develop a collective vision for linking students to integrated services.
- Gather information on the problem the collaborative wants to address and the results it hopes to achieve.
- Build support for its efforts both within participating organizations and across the community.
- Decide on needed services and supports and determine which service delivery strategies will be most effective and feasible.
    - — Create one-stop service centers that provide a range of services designed to reach a school, a cluster of schools, or a specific neighborhood.
    - — Build better linkages to existing service delivery through information and referral services.
    - — Streamline existing eligibility and intake procedures across several agencies.
    - — Offer some version of case management.
    - — Use a combination of the above strategies.
- Develop short-term and long-term funding strategies to ensure that successful interventions can be maintained and expanded.
- Begin implementation and continually fine-tune interventions.
- Provide appropriate technical assistance throughout the collaborative process to manage and support the strategy decided upon, designed, and implemented.
- Evaluate and make results public.

IMPLEMENTATION PITFALLS: Dozens of landmines lie in the path of collaborative efforts, at every stage in their development. In general, the most dangerous is the tendency of groups to rush into implementation before they have built a sufficiently strong political, technical, and fiscal foundation on which to base their efforts. Other major difficulties include:

- ***"Projectitis."*** The rush to implementation exacerbates the tendency for collaboratives to develop "projectitis." Collaboratives become so absorbed in creating new projects and programs that they fail to identify and lobby for needed changes in the policies, attitudes, and staff behaviors of major community institutions. While new services are often necessary, the day-to-day, across-the-board operation of existing systems must change to support, respect, and engage students and families more effectively. Add-on programs, even when they are highly successful, are often short-lived and have limited impact. Most rely on soft money and are limited to single sites. They are seldom replicated broadly throughout the community or incorporated as a permanent line item in institutional budgets.

- **Time Constraints.** For most school staff, participating in collaborative activities adds to an already jammed schedule. In the beginning, doing double duty may be inevitable, but success over the long haul depends on making sure that participants are supported in their efforts. Collaboratives operating at the policy level may hire staff, or partners may assign existing personnel to do collaborative work on a full- or part-time basis. At the service delivery level, substantial innovation may be necessary to ensure that teachers and other front-line staff have the time to participate. Surveys suggest that time-finding strategies in schools focus on 1) taking time that is now scheduled for other things; 2) adding additional time to the school day and/or school year; or 3) altering staff utilization patterns (Raywid, 1993).

- **Unequal Power Relations.** *"Turf"* issues are inevitable among groups that come to the table with different professional orientations, organizational agendas, and resources. Unequal power relations is a more serious matter. It stems from perceived inequalities in status among members and results in the reduced capacity of some groups to initiate and influence actions of the collaborative. This imbalance frequently occurs when representatives of large institutions with sizable budgets try to work together with parents or community members. When these latter groups bring essential resources—namely their ability to provide information about what is needed, what strategies are likely to be well received, and their ability to marshal community support—that are not acknowledged or valued, the legitimacy and effectiveness of the collaboration is severely undermined. Open conflict can erupt, and institutional leaders may leave the table. More frequently, the participation of parents and community representatives gradually erodes as their frustration and alienation grow (Bond & Keys, 1993).

- **Confidentiality.** Agencies serving the same child and/or family often must share relevant information if they are to provide services more effectively and efficiently. Administrators and front-line staff who have never worked together may be concerned about infringing on their clients' privacy rights. In addition, some partners see sharing information as an encroachment on professional privilege. Conflict can be minimized if partners 1) assume early on that strategies to protect privacy and to share essential information do exist; and 2) agree to postpone further discussion until they have designed their initiative and know what kind of information, under what circumstances, they want to share.

Informed-consent protocols, with careful attention given to whose consent is required, and interagency agreements often are sufficient to permit the prudent, legal exchange of information. Legislative solutions also are possible (Center for the Future of Children, 1992). However, findings suggest that management issues, not the law, pose the primary barriers to effective and efficient information exchange (Hobbs, 1991).

- **Evaluation.** The evaluation of school-linked collaborative initiatives, while essential, is problematic. Impact evaluations are scarce, and conventional experimental designs do not capture the complexity of comprehensive efforts. Collaborative initiatives need to establish reasonable expectations for their efforts, learn more about how partnerships grow and develop, and help policymakers and the public understand how the initiatives will be held accountable. Substantial efforts are being made to respond to these problems. Work is being done to identify reliable intermediate indicators so that collaboratives can track short-term progress made in reaching large outcomes. Collaboratives also are devising techniques that monitor process—how their partnerships grow and develop—as well as outcomes.

DIFFERENT POINTS OF VIEW: Even among those who support integrated services, not everyone agrees on . . .

- **The Location of Services:** Advocates of school-based services argue that services should be based in the schools or at nearby locations. Schools are where the children are; they offer a central location in which to group services provided by outside agencies. In addition, accessibility to children and families is presumed to be high. Proponents of community-based models do not necessarily object to school-based services but believe that effective service delivery requires multiple access points. They also are concerned that location in the schools may limit flexibility and innovation in the design and delivery of services, as well as family access (Chaskin & Richman, 1992).

- **The Role of the Schools:** Schools are clearly essential partners in collaborative efforts, but should they be first among equals? Schools often provide space for services, and staff play an active role in making referrals. Superintendents and principals are used to controlling activities that occur "on their watch," and many feel their accountability for what happens in the schools should give them special voice within the collaborative. Most observers, however, disagree. "For school-linked service efforts to be effective, their planning and implementation should not be dominated by any one institution—schools or health or social service agencies" (Center for the Future of Children, 1992, p. 10). Even strong proponents of school-based services believe that the fiscal and legal responsibility for the program should be an agency or entity other than the school (Dryfoos, 1994). Kirst (1994) cautions states against designating schools as lead agencies in collaborative efforts. It is all too easy for them to succumb to what he terms "the Sinatra Factor"—let's "do it my way." The consequence of this tendency is that other partners let them—and schools once again are left holding the bag.

- **Targeted or Universal Services:** There also are different views about who should receive services in school-linked service integration efforts. Some initiatives focus only on students; others provide services for whole families. Some interventions are limited to students defined according to specific at-risk criteria; others are available to the entire student body. Some of these decisions are predicated on views about how scarce resources should be used; others reflect differing opinions about the extent to which schools should engage in service delivery. The larger movement to strengthen communities, of which school-linked service delivery is part, is grounded in the notion that all children and families can benefit from more comprehensive services and more responsive community institutions. Even though initiatives may begin with a fairly narrow focus for pragmatic reasons, their overall aim should be to "roll out" innovations on a large enough scale to have universal impact.

ILLUSTRATIVE CASES: The following examples reflect the diversity found in school-linked initiatives. They are rural and urban, operate with a variety of state and local involvement, and reflect varying degrees of progress toward fully integrated service delivery.

- Kentucky's Family Resource and Youth Services Centers
- New Beginnings, San Diego, California

INTEGRATED SERVICES CONTACTS & RESOURCES

Center for the Study of Social Policy
1250 Eye St., N.W., Suite 503
Washington, DC 20005
(202) 371-1565
Fax: (202) 371-1472
E-mail: swatson400@aol.com
Contact: Sara Watson

Chapin Hall Center for Children
University of Chicago
1155 60th St.
Chicago, IL 60637
(312) 753-5900
Fax: (312) 753-5940

Child and Family Policy Center
Fleming Building, Suite 1021
218 Sixth Ave.
Des Moines, IA 50309
(515) 280-9027
Fax: (515) 244-8997
E-mail: hn2228@handsnet.org

Institute for Educational Leadership
1001 Connecticut Ave. N.W., Suite 310
Washington, DC 20036
(202) 822-8405
Fax: (202) 870-4050
Contact: Mary Marshall

National Center for Children in Poverty
Columbia University
School of Public Health
154 Haven Ave.
New York, NY 10032
(212) 927-8793
Fax: (212) 927-9162
E-mail: ejs22@columbia.edu
Contact: Carol Oshinshy or Beth Atkins

National Center for Service Integration Clearinghouse
Child and Family Policy Center
218 Sixth Ave., Suite 1021
Des Moines, IA 50309
(515) 280-9027
Fax: (202) 371-1472
E-mail: HN2228@connectine.com

Prevention / Intervention: Guidelines & Resources

The prevention/intervention guidelines and resource information that follows was compiled from the United States Department of Education, from the Colorado Department of Education, Prevention Initiatives Unit, and from the Colorado School-to-Career Partnership.

The U.S. Department of Education's document, A Guide to Safe Schools, was published August 1998. In their cover letter to principals and teachers, Richard Riley, Secretary, U.S. Department of Education and Janet Reno, Attorney General, U.S. Department of Justice state: "Central to this guide are the key insights that keeping children safe is a community-wide effort and that effective schools create environments where children and young people truly feel connected. This is why our common goal must be to reconnect with every child and particularly with those young people who are isolated and troubled."

The Prevention Initiatives information from the Colorado Department of Education lists program contacts and resources. The central focus of the Prevention Initiatives Unit is . . . "to promote healthy lifestyles, including the prevention of risk behaviors in our culturally diverse society, through collaborative partnerships with communities." Two such partnerships, the "Student Assistance Program" and "Prevention Works, An Action and Planning Guide for Safe, Healthy Schools and Communities" are outlined in their materials.

The Resource Mapping information describes all of the programs which have goals related to Colorado School-to-Career principles and that are referenced throughout the publication, *Resource Mapping: Atlas for Sustainability* (March 1999). This information is designed as a companion guide to the Resource Mapping Database, however it can also be used as a general reference tool for information about programs which could, and in many cases do, support School-to-Career. (See Appendix H, *Resource Guidebook.)*

The website listings offer specific information regarding transition internet resources from Colorado and nationally. These websites offer a wealth of information on at-risk youth. (See Appendix I, *Transition Internet Resources.)*

EARLY WARNING
TIMELY RESPONSE

A Guide to Safe Schools

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Organizations Supporting This Guide

American Association of School Administrators

American Counseling Association

American Federation of Teachers

American School Counselors Association

Council of Administrators of Special Education

Council for Exceptional Children

Federation of Families for Children's Mental Health

National Association of Elementary School Principals

National Association of School Psychologists

National Association of Secondary School Principals

National Association of State Boards of Education

National Education Association

National Mental Health Association

National Middle Schools Association

National PTA

National School Boards Association

National School Public Relations Association

Police Executive Research Forum

The full text of this public domain publication is available at the Department's home page at **http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html** and in alternate formats upon request. For more information, please contact us at:

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Special Education and Rehabilitative Services
Room 3131 Mary E. Switzer Building
Washington, D.C. 20202-2524

http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html

Email: David_Summers@ed.gov
Telephone: (202)205-9043
TDD: (202)205-5465
FIRS 1-800-877-8339,
8 a.m. - 8 p.m., ET, M-F

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Dwyer, K., Osher, D., and Warger, C. (1998). *Early warning, timely response: A guide to safe schools.* Washington, DC: U.S. Department of Education.

August 1998

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UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

August 22, 1998

Dear Principal and Teachers:

On June 13, after the tragic loss of life and injuries at Thurston High School in Springfield, Oregon, President Clinton directed the Department of Education and the Department of Justice to develop an early warning guide to help "adults reach out to troubled children quickly and effectively." This guide responds to that Presidential request. It is our sincere hope that this guide will provide you with the practical help needed to keep every child in your school out of harm's way.

America's schools are among the safest places to be on a day-to-day basis, due to the strong commitment of educators, parents, and communities to their children. Nevertheless, last year's tragic and sudden acts of violence in our nation's schools remind us that no community can be complacent in its efforts to make its schools even safer. An effective and safe school is the vital center of every community whether it is in a large urban area or a small rural community.

Central to this guide are the key insights that keeping children safe is a community-wide effort and that effective schools create environments where children and young people truly feel connected. This is why our common goal must be to reconnect with every child and particularly with those young people who are isolated and troubled.

This guide should be seen as part of an overall effort to make sure that every school in this nation has a comprehensive violence prevention plan in place. We also caution you to recognize that over labeling and using this guide to stigmatize children in a cursory way that leads to over-reaction is harmful. The guidelines in this report are based on research and the positive experiences of schools around the country where the value and potential of each and every child is cherished and where good practices have produced, and continue to produce, successful students and communities.

We are grateful to the many experts, agencies, and associations in education, law enforcement, juvenile justice, mental health, and other social services that worked closely with us to make sure that this report is available for the start of school this fall. We hope that you and your students and staff, as well as parents and the community, will benefit from this information.

Sincerely,

Dick Riley
Richard W. Riley
Secretary
U.S. Department of Education

Janet Reno
Janet Reno
Attorney General
U.S. Department of Justice

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Executive Summary

Early Warning, Timely Response

A Guide to Safe Schools

Although most schools are safe, the violence that occurs in our neighborhoods and communities has found its way inside the schoolhouse door. However, if we understand what leads to violence and the types of support that research has shown are effective in preventing violence, we can make our schools safer.

The full text of this public domain publication is available at the Department's home page at **http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html**.

Research-based practices can help school communities—administrators, teachers, families, students, support staff, and community members—recognize the warning signs early, so children can get the help they need before it is too late. This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools. It tells school communities:

- **What to look for**—the early warning signs that relate to violence and other troubling behaviors.
- **What to do**—the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for troubled children, and to respond to school violence when it occurs.

Sections in this guide include:

- **Section 1: Introduction**. All staff, students, parents, and members of the community must be part of creating a safe school environment. Schools must have in place approaches for addressing the needs of all children who have troubling behaviors. This section describes the rationale for the guide and suggests how it can be used by school communities to develop a plan of action.
- **Section 2: Characteristics of a School That Is Safe and Responsive to All Children**. Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. This section describes characteristics of schools that support prevention, appropriate intervention, and effective crisis response.
- **Section 3: Early Warning Signs**. There are early warning

signs that, when viewed in context, can signal a troubled child. Educators and parents—and in some cases, students—can use several significant principles to ensure that the early warning signs are not misinterpreted. This section presents early warning signs, imminent warning signs, and the principles that ensure these signs will not be misinterpreted. It concludes with a brief description of using the early warning signs to shape intervention practices.

- **Section 4: Getting Help for Troubled Children**. Effective interventions for improving the behavior of troubled children are well documented in the research literature. This section presents research- and expert-based principles that should provide the foundation for all intervention development. It describes what to do when intervening early with students who are at risk for behavioral problems, when responding with intensive interventions for individual children, and when providing a foundation to prevent and reduce violent behavior.

- **Section 5: Developing a Prevention and Response Plan**. Effective schools create a violence prevention and response plan and form a team that can ensure it is implemented. They use approaches and strategies based on research about what works. This section offers suggestions for developing such plans.

- **Section 6: Responding to Crisis**. Effective and safe schools are well prepared for any potential crisis or violent act. This section describes what to do when intervening during a crisis to ensure safety and when responding in the aftermath of crisis. The principles that underlie effective crisis response are included.

- **Section 7: Conclusion**. This section summarizes the guide.

- **Section 8: Methodology, Contributors, and Research Support**. This guide synthesizes an extensive knowledge base on violence and violence prevention. This section describes the rigorous development and review process that was used. It also provides information about the project's Web site.

A final section lists resources that can be contacted for more information.

The information in this guide is not intended as a comprehensive prevention, intervention, and response plan—school communities could do ***everything*** recommended and still experience violence. Rather, the intent is to provide school communities with reliable and practical information about what they can do to be prepared and to reduce the likelihood of violence.

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A Guide to Safe Schools

Most schools are safe. Although fewer than one percent of all violent deaths of children occur on school grounds—indeed, a child is far more likely to be killed in the community or at home—no school is immune.

The violence that occurs in our neighborhoods and communities has found its way inside the schoolhouse door. And while we can take some solace in the knowledge that schools are among the safest places for young people, we must do more. School violence reflects a much broader problem, one that can only be addressed when everyone—at school, at home, and in the community—works together.

The 1997-1998 school year served as a dramatic wake-up call to the fact that guns do come to school, and some students will use them to kill. One after the other, school communities across the country—from Oregon to Virginia, from Arkansas to Pennsylvania, from Mississippi to Kentucky—have been forced to face the fact that violence can happen to them. And while these serious incidents trouble us deeply, they should not prevent us from acting to prevent school violence of any kind.

There is ample documentation that prevention and early intervention efforts can reduce violence and other troubling behaviors in schools. Research-based practices can help school communities recognize the warning signs early, so children can get the help they need before it is too late. In fact, research suggests that some of the most promising prevention and intervention strategies involve the entire educational community—administrators, teachers, families, students, support staff, and community members—working together to form positive relationships with all children.

If we understand what leads to violence and the types of support that research has shown are effective in preventing violence and other troubling behaviors, we can make our schools safer.

About This Guide

This guide presents a brief summary of the research on violence prevention and intervention and crisis response in schools (see Section 8 for a review of methodology and information on how to locate the research). It tells members of school communities—especially administrators, teachers, staff, families, students, and community-based professionals:

- ***What to look for***—the early warning signs that relate to violence and other troubling behaviors.
- ***What to do***—the action steps that school communities can take to prevent violence and other troubling behaviors, to intervene and get help for

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"Violence is a major concern to parents, students, teachers, and the administration of any school. We have found that our best plan starts with prevention and awareness. At our middle school, the school psychologist, in conjunction with the assistant principal, has developed an anti-intimidation and threat plan. Our school statistics reflect a dramatic decline in violence from the 1996-97 to the 1997-98 school year. We treat each and every student with respect. We are finding that they in turn are demonstrating a more respectful attitude."

G. Norma Villar Baker, Principal, Midvale, UT

troubled children, and to respond to school violence when it occurs.

The information in each section is not intended as a comprehensive prevention, intervention, and response system or plan. Indeed, school violence occurs in a unique context in every school and every situation, making a one-size-fits-all scheme impossible. Moreover, school communities could do **everything** recommended and still experience violence. Rather, this guide is designed to provide school communities with reliable and practical information about what they can do to be prepared and to reduce the likelihood of violence.

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems—as well as a comprehensive approach to early identification of **all** warning signs that might lead to violence toward self or others. The term "violence" as used in this booklet, refers to a broad range of troubling behaviors and emotions shown by students—including serious aggression, physical attacks, suicide, dangerous use of drugs, and other dangerous interpersonal behaviors. However, the early warning signs presented in this document focus primarily on aggressive and violent behaviors toward others. The guide does not attempt to address all of the warning signs related to depression and suicide. Nevertheless, some of the signs of potential violence toward others are also signs of depression and suicidal risk, which should be addressed through early identification and appropriate intervention.

Using the Guide To Develop a Plan of Action

All staff, students, parents, and members of the community must be part of creating a safe school environment:

- **Everyone** has a personal responsibility for reducing the risk of violence. We must take steps to maintain order, demonstrate mutual respect and caring for one another, and ensure that children who are troubled get the help they need.
- **Everyone** should have an understanding of the early warning signs that help identify students who may be headed for trouble.
- **Everyone** should be prepared to respond appropriately in a crisis situation.

Research and expert-based information offers a wealth of knowledge about preventing violence in schools. The following sections provide information—what to look for and what to do—that school communities can use when developing or enhancing violence prevention and response plans (see Section 5 for more information about these plans).

We hope that school communities will use this document as a guide as they begin the prevention and healing process today, at all age and grade levels, and for all students.

Characteristics of a School That Is Safe and Responsive to All Children

Well functioning schools foster learning, safety, and socially appropriate behaviors. They have a strong academic focus and support students in achieving high standards, foster positive relationships between school staff and students, and promote meaningful parental and community involvement. Most prevention programs in effective schools address multiple factors and recognize that safety and order are related to children's social, emotional, and academic development.

Effective prevention, intervention, and crisis response strategies operate best in school communities that:

- **Focus on academic achievement.** Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Adequate resources and programs help ensure that expectations are met. Expectations are communicated clearly, with the understanding that meeting such expectations is a responsibility of the student, the school, and the home. Students who do not receive the support they need are less likely to behave in socially desirable ways.
- **Involve families in meaningful ways.** Students whose families are involved in their growth in and outside of school are more likely to experience school success and less likely to become involved in antisocial activities. School communities must make parents feel welcome in school, address barriers to their participation, and keep families positively engaged in their children's education. Effective schools also support families in expressing concerns about their children—and they support families in getting the help they need to address behaviors that cause concern.
- **Develop links to the community.** Everyone must be committed to improving schools. Schools that have close ties to families, support services, community police, the faith-based community, and the community at large can benefit from many valuable resources. When these links are weak, the risk of school violence is heightened and the opportunity to serve children who are at risk for violence or who may be affected by it is decreased.
- **Emphasize positive relationships among students and staff.** Research shows that a

"I just recently got out of the hospital. I was a victim of a shooting at my school. I've been teaching for 20 years and I never thought it could happen at my school. Some of the kids knew about it before it happened, but they didn't want to say anything—they have a code of honor and they did not want to tattle tale. But someone has to stand up, someone has to take a stand because, if you don't, then somebody else is going to get hurt."

Gregory Carter, Teacher, Richmond, VA

positive relationship with an adult who is available to provide support when needed is one of the most critical factors in preventing student violence. Students often look to adults in the school community for guidance, support, and direction. Some children need help overcoming feelings of isolation and support in developing connections to others. Effective schools make sure that opportunities exist for adults to spend quality, personal time with children. Effective schools also foster positive student interpersonal relations—they encourage students to help each other and to feel comfortable assisting others in getting help when needed.

- **Discuss safety issues openly.** Children come to school with many different perceptions—and misconceptions—about death, violence, and the use of weapons. Schools can reduce the risk of violence by teaching children about the dangers of firearms, as well as appropriate strategies for dealing with feelings, expressing anger in appropriate ways, and resolving conflicts. Schools also should teach children that they are responsible for their actions and that the choices they make have consequences for which they will be held accountable.

- **Treat students with equal respect.** A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor—both by staff and by peers. Students who have been treated unfairly may become scapegoats and/or targets of violence. In some cases, victims may react in aggressive ways. Effective schools communicate to students and the greater community that all children are valued and respected. There is a deliberate and systematic effort—for example, displaying children's artwork, posting academic work prominently throughout the building, respecting students' diversity—to establish a climate that demonstrates care and a sense of community.

- **Create ways for students to share their concerns.** It has been found that peers often are the most likely group to know in advance about potential school violence. Schools must create ways for students to safely report such troubling behaviors that may lead to dangerous situations. And students who report potential school violence must be protected. It is important for schools to support and foster positive relationships between students and adults so students will feel safe providing information about a potentially dangerous situation.

- **Help children feel safe expressing their feelings.** It is very important that children feel safe when expressing their needs, fears, and anxieties to school staff. When they do not have access to caring adults, feelings of isolation, rejection, and disappointment are more likely to occur, increasing the probability of acting-out behaviors.

- **Have in place a system for referring children who are suspected of being abused or neglected.** The referral system must be appropriate and reflect federal and state guidelines.
- **Offer extended day programs for children.** School-based before- and after-school programs can be effective in reducing violence. Effective programs are well supervised and provide children with support and a range of options, such as counseling, tutoring, mentoring, cultural arts, community service, clubs, access to computers, and help with homework.
- **Promote good citizenship and character.** In addition to their academic mission, schools must help students become good citizens. First, schools stand for the civic values set forth in our Constitution and Bill of Rights (patriotism; freedom of religion, speech, and press; equal protection/nondiscrimination; and due process/fairness). Schools also reinforce and promote the shared values of their local communities, such as honesty, kindness, responsibility, and respect for others. Schools should acknowledge that parents are the primary moral educators of their children and work in partnership with them.
- **Identify problems and assess progress toward solutions.** Schools must openly and objectively examine circumstances that are potentially dangerous for students and staff and situations where members of the school community feel threatened or intimidated. Safe schools continually assess progress by identifying problems and collecting information regarding progress toward solutions. Moreover, effective schools share this information with students, families, and the community at large.
- **Support students in making the transition to adult life and the workplace.** Youth need assistance in planning their future and in developing skills that will result in success. For example, schools can provide students with community service opportunities, work-study programs, and apprenticeships that help connect them to caring adults in the community. These relationships, when established early, foster in youth a sense of hope and security for the future.

Research has demonstrated repeatedly that school communities can do a great deal to prevent violence. Having in place a safe and responsive foundation helps **all** children—and it enables school communities to provide more efficient and effective services to students who need more support. The next step is to learn the early warning signs of a child who is troubled, so that effective interventions can be provided.

"We must avoid fragmentation in implementing programs. The concepts in preventing and responding to violence must be integrated into effective school reform, including socially and academically supportive instruction and caring, a welcoming atmosphere, and providing good options for recreation and enrichment."

Howard Adelman, Professor of Psychology, University of California, Los Angeles

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Early Warning Signs

Why didn't we see it coming? In the wake of violence, we ask this question not so much to place blame, but to understand better what we can do to prevent such an occurrence from ever happening again. We review over and over in our minds the days leading up to the incident—did the child say or do anything that would have cued us in to the impending crisis? Did we miss an opportunity to help?

There are early warning signs in most cases of violence to self and others—certain behavioral and emotional signs that, when viewed in context, can signal a troubled child. But early warning signs are just that—indicators that a student may need help.

Such signs may or may not indicate a serious problem—they do not necessarily mean that a child is prone to violence toward self or others. Rather, early warning signs provide us with the impetus to check out our concerns and address the child's needs. Early warning signs allow us to act responsibly by getting help for the child before problems escalate.

Early warning signs can help frame concern for a child. However, it is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Teachers and administrators—and other school support staff—are not professionally trained to analyze children's feelings and motives. But they are on the front line when it comes to observing troublesome behavior and making referrals to appropriate professionals, such as school psychologists, social workers, counselors, and nurses. They also play a significant role in responding to diagnostic information provided by specialists. Thus, it is no surprise that effective schools take special care in training the entire school community to understand and identify early warning signs.

When staff members seek help for a troubled child, when friends report worries about a peer or friend, when parents raise concerns about their child's thoughts or habits, children can get the help they need. By actively sharing information, a school community can provide quick, effective responses.

Use the Signs Responsibly

It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. It's okay to be worried about a child, but it's not okay to overreact and jump to conclusions.

Principles for Identifying the Early Warning Signs of School Violence

Educators and families can increase their ability to recognize early warning signs by establishing close, caring, and supportive relationships with children and youth—getting to know them well enough to be aware of their needs, feelings, attitudes, and behavior patterns. Educators and parents together can review school records for patterns of behavior or sudden changes in behavior.

Unfortunately, **there is a real danger that early warning signs will be misinterpreted**. Educators and parents—and in some cases, students—can ensure that the early warning signs are not misinterpreted by using several significant principles to better understand them. These principles include:

- **Do no harm.** There are certain risks associated with using early warning signs to identify children who are troubled. First and foremost, the intent should be to get help for a child early. The early warning signs should not to be used as rationale to exclude, isolate, or punish a child. Nor should they be used as a checklist for formally identifying, mislabeling, or stereotyping children. Formal disability identification under federal law requires individualized evaluation by qualified professionals. In addition, all referrals to outside agencies based on the early warning signs must be kept confidential and must be done with parental consent (except referrals for suspected child abuse or neglect).
- **Understand violence and aggression within a context.** Violence is contextual. Violent and aggressive behavior as an expression of emotion may have many antecedent factors—factors that exist within the school, the home, and the larger social environment. In fact, for those children who are at risk for aggression and violence, certain environments or situations can set it off. Some children may act out if stress becomes too great, if they lack positive coping skills, and if they have learned to react with aggression.
- **Avoid stereotypes.** Stereotypes can interfere with—and even harm—the school community's ability to identify and help children. It is important to be aware of false cues—including race, socio-economic status, cognitive or academic ability, or physical appearance. In fact, such stereotypes can unfairly harm children, especially when the school community acts upon them.
- **View warning signs within a developmental context.** Children and youth at different levels of development have varying social and emotional capabilities. They may express their needs differently in elementary, middle, and high school. The point is to know what is developmentally typical behavior, so that behaviors are not misinterpreted.
- **Understand that children typically exhibit multiple warning signs.** It is common for children who are troubled to exhibit multiple signs. Research confirms that most children who are troubled and at risk for aggression exhibit more than one warning sign, repeatedly, and with increasing intensity over time. Thus, it is important not to overreact to single signs, words, or actions.

"When doing consultation with school staff and families, we advise them to think of the early warning signs within a context. We encourage them to look for combinations of warning signs that might tell us the student's behavior is changing and becoming more problematic."

Deborah Crockett, School Psychologist, Atlanta, GA

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Early Warning Signs

It is not always possible to predict behavior that will lead to violence. However, educators and parents—and sometimes students—can recognize certain early warning signs. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

Use the Signs Responsibly

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match individual children.

We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult—whether it be at home, in school, or in the community—the potential for violence is reduced significantly.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate—and potentially harmful—to use the early warning signs as a checklist against which to match individual children. Rather, the early warning signs are offered only as an aid in identifying and referring children who may need help. School communities must ensure that staff and students only use the early warning signs for identification and referral purposes—only trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. The early warning signs include:

- ***Social withdrawal.*** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- ***Excessive feelings of isolation and being alone.*** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- ***Excessive feelings of rejection.*** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of ex-

pressing their emotional distress in negative ways—including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- ***Being a victim of violence.*** Children who are victims of violence—including physical or sexual abuse—in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- ***Feelings of being picked on and persecuted.*** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways—including possible aggression or violence.
- ***Low school interest and poor academic performance.*** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations—such as when the low achiever feels frustrated, unworthy, chastised, and denigrated—acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- ***Expression of violence in writings and drawings.*** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional—such as a school psychologist, counselor, or other mental health specialist—to determine its meaning.
- ***Uncontrolled anger.*** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- ***Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.*** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- ***History of discipline problems.*** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet

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needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

- ***Past history of violent and aggressive behavior.*** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- ***Intolerance for differences and prejudicial attitudes.*** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance—when coupled with other factors—may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- ***Drug use and alcohol use.*** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

- ***Affiliation with gangs***. Gangs that support anti-social values and behaviors—including extortion, intimidation, and acts of violence toward other students—cause fear and stress among other students. Youth who are influenced by these groups—those who emulate and copy their behavior, as well as those who become affiliated with them—may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

- ***Inappropriate access to, possession of, and use of firearms.*** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- ***Serious threats of violence.*** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member—as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

When warning signs indicate that danger is imminent, safety must **always** be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- Has presented a detailed plan (time, place, method) to harm or kill others—particularly if the child has a history of aggression or has attempted to carry out threats in the past.
- Is carrying a weapon, particularly a firearm, and has threatened to use it.

In situations where students present other threatening behaviors, **parents should be informed of the concerns immediately**. School communities also have the responsibility to seek assistance from appropriate agencies, such as child and family services and community mental health. These responses should reflect school board policies and be consistent with the violence prevention and response plan (for more information see Section 5).

Know the Law

The ***Gun Free Schools Act*** requires that each state receiving federal funds under the ***Elementary and Secondary Education Act*** (ESEA) must have put in effect, by October 1995, a state law requiring local educational agencies to expel from school for a period of not less than one year a student who is determined to have brought a firearm to school.

Each state's law also must allow the chief administering officer of the local educational agency to modify the expulsion requirement on a case-by-case basis. All local educational agencies receiving ESEA funds must have a policy that requires the referral of any student who brings a firearm to school to the criminal justice or juvenile justice system.

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Using the Early Warning Signs To Shape Intervention Practices

An early warning sign is not a predictor that a child or youth will commit a violent act toward self or others. Effective schools recognize the potential in every child to overcome difficult experiences and to control negative emotions. Adults in these school communities use their knowledge of early warning signs to address problems before they escalate into violence.

Effective school communities support staff, students, and families in understanding the early warning signs. Support strategies include having:

- School board policies in place that support training and ongoing consultation. The entire school community knows how to identify early warning signs, and understands the principles that support them.
- School leaders who encourage others to raise concerns about observed early warning signs and to report all observations of imminent warning signs immediately. This is in addition to school district policies that sanction and promote the identification of early warning signs.
- Easy access to a team of specialists trained in evaluating and addressing serious behavioral and academic concerns.

Each school community should develop a procedure that students and staff can follow when reporting their concerns about a child who exhibits early warning signs. For example, in many schools the principal is the first point of contact. In cases that do not pose imminent danger, the principal contacts a school psychologist or other qualified professional, who takes responsibility for addressing the concern immediately. If the concern is determined to be serious—but not to pose a threat of imminent danger—the child's family should be contacted. The family should be consulted before implementing any interventions with the child. In cases where school-based contextual factors are determined to be causing or exacerbating the child's troubling behavior, the school should act quickly to modify them.

It is often difficult to acknowledge that a child is troubled. Everyone—including administrators, families, teachers, school staff, students, and community members—may find it too troubling sometimes to admit that a child close to them needs help. When faced with resistance or denial, school communities must persist to ensure that children get the help they need.

Understanding early and imminent warning signs is an essential step in ensuring a safe school. The next step involves supporting the emotional and behavioral adjustment of children.

"Being proactive and having the ability to consult and meet with my school psychologist on an ongoing basis has helped create a positive school environment in terms of resolving student issues prior to their reaching a crisis level."

J. Randy Alton, Teacher, Bethesda, MD

Intervention: Getting Help for Troubled Children

Prevention approaches have proved effective in enabling school communities to decrease the frequency and intensity of behavior problems. However, prevention programs alone cannot eliminate the problems of all students. Some 5 to 10 percent of students will need more intensive interventions to decrease their high-risk behaviors, although the percentage can vary among schools and communities.

What happens when we recognize early warning signs in a child?

The message is clear: It's okay to be concerned when you notice warning signs in a child—and it's even more appropriate to do something about those concerns. School communities that encourage staff, families, and students to raise concerns about observed warning signs—and that have in place a process for getting help to troubled children once they are identified—are more likely to have effective schools with reduced disruption, bullying, fighting, and other forms of aggression.

Principles Underlying Intervention

Violence prevention and response plans should consider both prevention and intervention. Plans also should provide all staff with easy access to a team of specialists trained in evaluating serious behavioral and academic concerns. Eligible students should have access to special education services, and classroom teachers should be able to consult school psychologists, other mental health specialists, counselors, reading specialists, and special educators.

Effective practices for improving the behavior of troubled children are well documented in the research literature. Research has shown that effective interventions are culturally appropriate, family-supported, individualized, coordinated, and monitored. Further, interventions are more effective when they are designed and implemented consistently over time with input from the child, the family, and appropriate professionals. Schools also can draw upon the resources of their community to strengthen and enhance intervention planning.

When drafting a violence prevention and response plan, it is helpful to consider certain principles that research or expert-based experience show have a significant impact on success. The principles include:

- **Share responsibility by establishing a partnership with the child, school, home, and community.** Coordinated service systems should be available for children who are at risk for violent behavior. Effective schools

"Partnerships with local community agencies have created a safer school and community."

Sally Baas, Educator, Coon Rapids, MN

"Students should feel a sense of responsibility to inform someone if they're made aware of an individual who may perform a violent act. They should not feel like they are tattle telling, but more in the sense of saving someone's life. Students should have a role on the school's violence prevention and response team because they know what points of student life and school to target."

Elsa Quiroga, Graduate of Mount Eden High School and Student, University of California at Berkeley

reach out to include families and the entire community in the education of children. In addition, effective schools coordinate and collaborate with child and family service agencies, law enforcement and juvenile justice systems, mental health agencies, businesses, faith and ethnic leaders, and other community agencies.

- **Inform parents and listen to them when early warning signs are observed.** Parents should be involved as soon as possible. Effective and safe schools make persistent efforts to involve parents by: informing them routinely about school discipline policies, procedures, and rules, and about their children's behavior (both good and bad); involving them in making decisions concerning schoolwide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs, and crisis planning. Parents need to know what school-based interventions are being used with their children and how they can support their success.

- **Maintain confidentiality and parents' rights to privacy.** Parental involvement and consent is required before personally identifiable information is shared with other agencies, except in the case of emergencies or suspicion of abuse. The *Family Educational Rights and Privacy Act* (FERPA), a federal law that addresses the privacy of education records, must be observed in all referrals to or sharing of information with other community agencies. Furthermore, parent-approved interagency communication must be kept confidential. FERPA does not prevent disclosure of personally identifiable information to appropriate parties—such as law enforcement officials, trained medical personnel, and other emergency personnel—when responsible personnel determine there is an acute emergency (imminent danger).

- **Develop the capacity of staff, students, and families to intervene.** Many school staff members are afraid of saying or doing the wrong thing when faced with a potentially violent student. Effective schools provide the entire school community—teachers, students, parents, support staff—with training and support in responding to imminent warning signs, preventing violence, and intervening safely and effectively. Interventions must be monitored by professionals who are competent in the approach. According to researchers, programs do not succeed without the ongoing support of administrators, parents, and community leaders.

- **Support students in being responsible for their actions.** Effective school communities encourage students to see themselves as responsible for their actions, and actively engage them in planning, implementing, and evaluating violence prevention initiatives.

- **Simplify staff requests for urgent assistance.** Many school systems and community agencies have complex legalistic referral systems with timelines and waiting lists. Children who are at risk of endangering them-

Tips for Parents

▲ ***Parents can help create safe schools. Here are some ideas that parents in other communities have tried:***

- Discuss the school's discipline policy with your child. Show your support for the rules, and help your child understand the reasons for them.
- Involve your child in setting rules for appropriate behavior at home.
- Talk with your child about the violence he or she sees—on television, in video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- Teach your child how to solve problems. Praise your child when he or she follows through.
- Help your child find ways to show anger that do not involve verbally or physically hurting others. When you get angry, use it as an opportunity to model these appropriate responses for your child—and talk about it.
- Help your child understand the value of accepting individual differences.
- Note any disturbing behaviors in your child. For example, frequent angry outbursts, excessive fighting and bullying of other children, cruelty to animals, fire setting, frequent behavior problems at school and in the neighborhood, lack of friends, and alcohol or drug use can be signs of serious problems. Get help for your child. Talk with a trusted professional in your child's school or in the community.
- Keep lines of communication open with your child—even when it is tough. Encourage your child always to let you know where and with whom he or she will be. Get to know your child's friends.
- Listen to your child if he or she shares concerns about friends who may be exhibiting troubling behaviors. Share this information with a trusted professional, such as the school psychologist, principal, or teacher.
- Be involved in your child's school life by supporting and reviewing homework, talking with his or her teacher(s), and attending school functions such as parent conferences, class programs, open houses, and PTA meetings.
- Work with your child's school to make it more responsive to all students and to all families. Share your ideas about how the school can encourage family involvement, welcome **all** families, and include them in meaningful ways in their children's education.
- Encourage your school to offer before- and after-school programs.
- Volunteer to work with school-based groups concerned with violence prevention. If none exist, offer to form one.
- Find out if there is a violence prevention group in your community. Offer to participate in the group's activities.
- Talk with the parents of your child's friends. Discuss how you can form a team to ensure your children's safety.
- Find out if your employer offers provisions for parents to participate in school activities.

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> *"Our school system has created a student services team—including the principal, a special educator, the school psychologist, other behavioral support personnel, the child development specialist, and others—that meets weekly to address safety and success for all students. Our teachers and families have easy access to this team. As part of our plan, we conduct a campus-by-campus risk assessment in coordination with city, county, and state law enforcement agencies. We provide interventions for children who are troubled and connect them and their families to community agencies and mental health services."*
>
> **Lee Patterson**
> **Assistant Superintendent**
> **Roseberg, OR**

selves or others cannot be placed on waiting lists.

- **Make interventions available as early as possible.** Too frequently, interventions are not made available until the student becomes violent or is adjudicated as a youthful offender. Interventions for children who have reached this stage are both costly, restrictive, and relatively inefficient. Effective schools build mechanisms into their intervention processes to ensure that referrals are addressed promptly, and that feedback is provided to the referring individual.
- **Use sustained, multiple, coordinated interventions.** It is rare that children are violent or disruptive only in school. Thus, interventions that are most successful are comprehensive, sustained, and properly implemented. They help families and staff work together to help the child. Coordinated efforts draw resources from community agencies that are respectful of and responsive to the needs of families. Isolated, inconsistent, short-term, and fragmented interventions will not be successful—and may actually do harm.
- **Analyze the contexts in which violent behavior occurs.** School communities can enhance their effectiveness by conducting a functional analysis of the factors that set off violence and problem behaviors. In determining an appropriate course of action, consider the child's age, cultural background, and family experiences and values. Decisions about interventions should be measured against a standard of reasonableness to ensure the likelihood that they will be implemented effectively.
- **Build upon and coordinate internal school resources.** In developing and implementing violence prevention and response plans, effective schools draw upon the resources of various school-based programs and staff—such as special education, safe and drug free school programs, pupil services, and Title I.

Violent behavior is a problem for everyone. It is a normal response to become angry or even frightened in the presence of a violent child. But, it is essential that these emotional reactions be controlled. The goal must always be to ensure safety and seek help for the child.

Intervening Early with Students Who Are at Risk for Behavioral Problems

The incidence of violent acts against students or staff is low. However, pre-violent behaviors—such as threats, bullying, and classroom disruptions—are common. Thus, early responses to warning signs are most effective in preventing problems from escalating.

Intervention programs that reduce behavior problems and related school violence typically are multifaceted, long-term, and broad reaching. They also are rigorously implemented. Effective early intervention efforts include working with small groups or individual students to provide direct support, as well as linking children and their families to necessary community services and/or

Action Steps for Students

▲ ***There is much students can do to help create safe schools. Talk to your teachers, parents, and counselor to find out how you can get involved and do your part to make your school safe. Here are some ideas that students in other schools have tried:***

- Listen to your friends if they share troubling feelings or thoughts. Encourage them to get help from a trusted adult—such as a school psychologist, counselor, social worker, leader from the faith community, or other professional. If you are very concerned, seek help for them. Share your concerns with your parents.
- Create, join, or support student organizations that combat violence, such as "Students Against Destructive Decisions" and "Young Heroes Program."
- Work with local businesses and community groups to organize youth-oriented activities that help young people think of ways to prevent school and community violence. Share your ideas for how these community groups and businesses can support your efforts.
- Organize an assembly and invite your school psychologist, school social worker, and counselor—in addition to student panelists—to share ideas about how to deal with violence, intimidation, and bullying.
- Get involved in planning, implementing, and evaluating your school's violence prevention and response plan.
- Participate in violence prevention programs such as peer mediation and conflict resolution. Employ your new skills in other settings, such as the home, neighborhood, and community.
- Work with your teachers and administrators to create a safe process for reporting threats, intimidation, weapon possession, drug selling, gang activity, graffiti, and vandalism. Use the process.
- Ask for permission to invite a law enforcement officer to your school to conduct a safety audit and share safety tips, such as traveling in groups and avoiding areas known to be unsafe. Share your ideas with the officer.
- Help to develop and participate in activities that promote student understanding of differences and that respect the rights of all.
- Volunteer to be a mentor for younger students and/or provide tutoring to your peers.
- Know your school's code of conduct and model responsible behavior. Avoid being part of a crowd when fights break out. Refrain from teasing, bullying, and intimidating peers.
- Be a role model—take personal responsibility by reacting to anger without physically or verbally harming others.
- Seek help from your parents or a trusted adult—such as a school psychologist, social worker, counselor, teacher—if you are experiencing intense feelings of anger, fear, anxiety, or depression.

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providing these services in the school.

Examples of early intervention components that work include:

- Providing training and support to staff, students, and families in understanding factors that can set off and/or exacerbate aggressive outbursts.
- Teaching the child alternative, socially appropriate replacement responses—such as problem solving and anger control skills.
- Providing skill training, therapeutic assistance, and other support to the family through community-based services.
- Encouraging the family to make sure that firearms are out of the child's immediate reach. Law enforcement officers can provide families with information about safe firearm storage as well as guidelines for addressing children's access to and possession of firearms.

> *"Since we developed the high school peer mediation program, we have seen a decline in physical fights. We are defusing potentially dangerous situations."*
>
> **Terry Davis, School Psychologist, Natick, MA**

In some cases, more comprehensive early interventions are called for to address the needs of troubled children. Focused, coordinated, proven interventions reduce violent behavior. Following are several comprehensive approaches that effective schools are using to provide early intervention to students who are at risk of becoming violent toward themselves or others.

Intervention Tactic: Teaching Positive Interaction Skills

Although most schools do teach positive social interaction skills indirectly, some have adopted social skills programs specifically designed to prevent or reduce antisocial behavior in troubled children. In fact, the direct teaching of social problem solving and social decision making is now a standard feature of most effective drug and violence prevention programs. Children who are at risk of becoming violent toward themselves or others need additional support. They often need to learn interpersonal, problem solving, and conflict resolution skills at home and in school. They also may need more intensive assistance in learning how to stop and think before they react, and to listen effectively.

Intervention Tactic: Providing Comprehensive Services

In some cases, the early intervention may involve getting services to families. The violence prevention and response team together with the child and family designs a comprehensive intervention plan that focuses on reducing aggressive behaviors and supporting responsible behaviors at school, in the home, and in the community. When multiple services are required there also must be psychological counseling and ongoing consultation with classroom teachers, school staff, and the family to ensure intended results occur. All services—including community services—must be coordinated and progress must be monitored and evaluated carefully.

Intervention Tactic: Referring the Child for Special Education Evaluation

If there is evidence of persistent problem behavior or poor academic achievement, it may be appropriate to conduct a formal assessment to determine if the child is disabled and eligible for special education and related services under the ***Individuals with Disabilities Education Act*** (IDEA). If a multidisciplinary team determines that the child is eligible for services under the IDEA, an individualized educational program (IEP) should be developed by a team that includes a parent, a regular educator, a special educator, an evaluator, a representative of the local school district, the child (if appropriate), and others as appropriate. This team will identify the support necessary to enable the child to learn—including the strategies and support systems necessary to address any behavior that may impede the child's learning or the learning of his or her peers.

Providing Intensive, Individualized Interventions for Students with Severe Behavioral Problems

Children who show dangerous patterns and a potential for more serious violence usually require more intensive interventions that involve multiple agencies, community-based service providers, and intense family support. By working with families and community services, schools can comprehensively and effectively intervene.

Effective individualized interventions provide a range of services for students. Multiple, intensive, focused approaches used over time can reduce the chances for continued offenses and the potential for violence. The child, his or her family, and appropriate school staff should be involved in developing and monitoring the interventions.

Nontraditional schooling in an alternative school or therapeutic facility may be required in severe cases where the safety of students and staff remains a concern, or when the complexity of the intervention plan warrants it. Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. Effective alternative programs support students in meeting high academic and behavioral standards. They provide anger and impulse control training, psychological counseling, effective academic and remedial instruction, and vocational training as appropriate. Such programs also make provisions for active family involvement. Moreover, they offer guidance and staff support when the child returns to his or her regular school.

Providing a Foundation To Prevent and Reduce Violent Behavior

Schoolwide strategies create a foundation that is more responsive to children in general—**one that makes interventions for individual children more effective and efficient**.

Effective and safe schools are places where there is strong leadership, caring faculty, parent and community involvement—including law enforcement officials—and student participation in the design of programs and policies. Effective and safe schools also are places where prevention and intervention programs are based

> *"Everyone is trained to use consistent language. We remind students to stop and think. Students also know we will always follow through if they make poor behavioral choices. As a result, we have been able to diffuse violent situations."*
>
> **Annette Lambeth**
> **Assistant Principal**
> **Chester County, PA**

> *"Appropriate behavior and respect for others are emphasized at all times. However, despite our best efforts, unfortunate incidents do occur. When they do, it is our responsibility to provide appropriate support to meet the needs of every child."*
>
> **Carol S. Parham,**
> **Superintendent of Schools**
> **Anne Arundel County, MD**

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upon careful assessment of student problems, where community members help set measurable goals and objectives, where research-based prevention and intervention approaches are used, and where evaluations are conducted regularly to ensure that the programs are meeting stated goals. Effective and safe schools are also places where teachers and staff have access to qualified consultants who can help them address behavioral and academic barriers to learning.

Effective schools ensure that the physical environment of the school is safe, and that schoolwide policies are in place to support responsible behaviors.

> *"The police are a school's greatest community asset when effectively preventing and responding to school violence. Building a relationship with law enforcement strengthens the school's ability to ensure safety."*
>
> **Gil Kerlikowske**
> **former Police Commissioner**
> **Buffalo, NY**

Characteristics of a Safe Physical Environment

Prevention starts by making sure the school campus is a safe and caring place. Effective and safe schools communicate a strong sense of security. Experts suggest that school officials can enhance physical safety by:

- Supervising access to the building and grounds.
- Reducing class size and school size.
- Adjusting scheduling to minimize time in the hallways or in potentially dangerous locations. Traffic flow patterns can be modified to limit potential for conflicts or altercations.
- Conducting a building safety audit in consultation with school security personnel and/or law enforcement experts. Effective schools adhere to federal, state, and local nondiscrimination and public safety laws, and use guidelines set by the state department of education.
- Closing school campuses during lunch periods.
- Adopting a school policy on uniforms.
- Arranging supervision at critical times (for example, in hallways between classes) and having a plan to deploy supervisory staff to areas where incidents are likely to occur.
- Prohibiting students from congregating in areas where they are likely to engage in rule-breaking or intimidating and aggressive behaviors.
- Having adults visibly present throughout the school building. This includes encouraging parents to visit the school.
- Staggering dismissal times and lunch periods.
- Monitoring the surrounding school grounds—including landscaping, parking lots, and bus stops.
- Coordinating with local police to ensure that there are safe routes to and from school.

In addition to targeting areas for increased safety measures, schools also should identify safe areas where staff and children should go in the event of a crisis.

The physical condition of the school building also has an impact on student attitude, behavior, and motivation to achieve. Typically, there tend to be more incidents of fighting and violence in school buildings that are dirty, too cold or too hot, filled with graffiti, in need of repair, or unsanitary.

Characteristics of Schoolwide Policies that Support Responsible Behavior

The opportunities for inappropriate behaviors that precipitate violence are greater in a disorderly and undisciplined school climate. A growing number of schools are discovering that the most effective way to reduce suspensions, expulsions, office referrals, and other similar actions—strategies that do not result in making schools safer—is to emphasize a proactive approach to discipline.

Effective schools are implementing schoolwide campaigns that establish high expectations and provide support for socially appropriate behavior. They reinforce positive behavior and highlight sanctions against aggressive behavior. All staff, parents, students, and community members are informed about problem behavior, what they can do to counteract it, and how they can reinforce and reward positive behavior. In turn, the entire school community makes a commitment to behaving responsibly.

Effective and safe schools develop and consistently enforce schoolwide rules that are clear, broad-based, and fair. Rules and disciplinary procedures are developed collaboratively by representatives of the total educational community. They are communicated clearly to all parties—but most important, they are followed consistently by everyone.

School communities that have undertaken schoolwide approaches do the following things:

- Develop a schoolwide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. (If one already exists, review and modify it if necessary.) Be sure to include a description of school anti-harassment and anti-violence policies and due process rights.
- Ensure that the cultural values and educational goals of the community are reflected in the rules. These values should be expressed in a statement that precedes the schoolwide disciplinary policy.
- Include school staff, students, and families in the development, discussion, and implementation of fair rules. Provide schoolwide and classroom support to implement these rules. Strategies that have been found to support students include class discussions, schoolwide assemblies, student government, and participation on discipline teams. In addition, peer mediation and conflict resolution have been implemented widely in schools to promote a climate of nonviolence.
- Be sure consequences are commensurate with the offense, and that rules are written and applied in a nondiscriminatory manner and accommodate cultural diversity.
- Make sure that if a negative consequence (such as withdrawing privileges) is used, it is combined with positive strategies for teaching socially appropriate behaviors and with strategies that address any external factors that might have caused the behavior.
- Include a zero tolerance statement for illegal possession of

"Everyone follows the same discipline plan. Everyone—including the lunch room workers and custodians—works as a team. There are always times when children forget the rules. But there is immediate intervention by faculty and staff, and even other children. The responsibility is on the students."

Anna Allred, Parent
Lakeland, FL

"It is necessary to provide training and support to staff. We have provided inservices on behavior management systems that are effective in regular classroom settings. These inservices have been of great benefit. Numerous schools throughout our district presently use stop and think, conflict resolution, and peer mediation."

Denise Conrad, Teacher
Toledo, OH

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weapons, alcohol, or drugs. Provide services and support for students who have been suspended and/or expelled.

Recognizing the warning signs and responding with comprehensive interventions allows us to help children eliminate negative behaviors and replace them with positive ones. Active sharing of information and a quick, effective response by the school community will ensure that the school is safer and the child is less troubled and can learn.

Developing a Prevention and Response Plan

Effective schools create a violence prevention and response plan and form a team that can ensure it is implemented. They use approaches and strategies based on research about what works.

Creating the Violence Prevention and Response Plan

A sound violence prevention and response plan reflects the common and the unique needs of educators, students, families, and the greater community. The plan outlines how all individuals in the school community—administrators, teachers, parents, students, bus drivers, support staff—will be prepared to spot the behavioral and emotional signs that indicate a child is troubled, and what they will need to do. The plan also details how school and community resources can be used to create safe environments and to manage responses to acute threats and incidents of violence.

An effective written plan includes:

- Descriptions of the early warning signs of potentially violent behavior and procedures for identifying children who exhibit these signs.
- Descriptions of effective prevention practices the school community has undertaken to build a foundation that is responsive to **all** children and enhances the effectiveness of interventions.
- Descriptions of intervention strategies the school community can use to help troubled children. These include early interventions for students who are at risk of behavioral problems, and more intensive, individualized interventions and resources for students with severe behavioral problems or mental health needs.
- A crisis intervention plan that includes immediate responses for imminent warning signs and violent behavior, as well as a contingency plan to be used in the aftermath of a tragedy.

The plan must be consistent with federal, state, and local laws. It also should have the support of families and the local school board.

Recommendations in this guide will prove most meaningful when the entire school community is involved in developing and implementing the plan. In addition, everyone should be provided with relevant training and support on a regular basis. Finally, there should be a clearly delineated mechanism for monitoring and assessing violence prevention efforts.

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"Our district initiated a safety task force involving parents, students, teachers, support staff, administrators, and community members to enhance our plan for safety and crisis management. It works."

Richard E. Berry, Superintendent, Houston, TX

"We need to give attention to the segment of the population that includes bus drivers, secretaries, and cafeteria workers. They are a very important yet often overlooked group of people who can provide support to children."

Betty Stockton
School Psychologist
Jonesboro, AR

Forming the Prevention and Response Team

It can be helpful to establish a school-based team to oversee the preparation and implementation of the prevention and response plan. This does not need to be a new team; however, a designated core group should be entrusted with this important responsibility.

The core team should ensure that every member of the greater school community accepts and adopts the violence prevention and response plan. This buy-in is essential if all members of the school community are expected to feel comfortable sharing concerns about children who appear troubled. Too often, caring individuals remain silent because they have no way to express their concerns.

Typically, the core team includes the building administrator, general and special education teachers, parent(s), and a pupil support services representative (a school psychologist, social worker, or counselor), school resource officer, and a safe and drug-free schools program coordinator. If no school psychologist or mental health professional is available to the staff, involve someone from an outside mental health agency. Other individuals may be added to the team depending on the task. For example, when undertaking schoolwide prevention planning, the team might be expanded to include students, representatives of community agencies and organizations, the school nurse, school board members, and support staff (secretaries, bus drivers, and custodians). Similarly, crisis response planning can be enhanced with the presence of a central office administrator, security officer, and youth officer or community police team member.

The core team also should coordinate with any school advisory boards already in place. For example, most effective schools have developed an advisory board of parents and community leaders that meets regularly with school administrators. While these advisory groups generally offer advice and support, that role can be expanded to bringing resources related to violence prevention and intervention into the school.

Consider involving a variety of community leaders and parents when building the violence prevention and response team:

- Parent group leaders, such as PTA officers.
- Law enforcement personnel.
- Attorneys, judges, and probation officers.
- Clergy and other representatives of the faith community.
- Media representatives.
- Violence prevention group representatives.
- Mental health and child welfare personnel.
- Physicians and nurses.
- Family agency and family resource center staff.
- Business leaders.
- Recreation, cultural, and arts organizations staff.
- Youth workers and volunteers.
- Local officials, including school board members and representatives from special commissions.

Action Planning Checklist

Prevention-Intervention-Crisis Response

▲ *What To Look For—Key Characteristics of Responsive and Safe Schools*

Does my school have characteristics that:

__ Are responsive to all children?

▲ *What To Look For—Early Warning Signs of Violence*

Has my school taken steps to ensure that all staff, students, and families:

__ Understand the principles underlying the identification of early warning signs?
__ Know how to identify and respond to imminent warning signs?
__ Are able to identify early warning signs?

▲ *What To Do—Intervention: Getting Help for Troubled Children*

Does my school:

__ Understand the principles underlying intervention?
__ Make early intervention available for students at risk of behavioral problems?
__ Provide individualized, intensive interventions for students with severe behavioral problems?
__ Have schoolwide preventive strategies in place that support early intervention?

▲ *What To Do—Crisis Response*

Does my school:

__ Understand the principles underlying crisis response?
__ Have a procedure for intervening during a crisis to ensure safety?
__ Know how to respond in the aftermath of tragedy?

Responding to Crisis

Violence can happen at any time, anywhere. Effective and safe schools are well prepared for any potential crisis or violent act.

Crisis response is an important component of a violence prevention and response plan. Two components that should be addressed in that plan are:

- Intervening during a crisis to ensure safety.
- Responding in the aftermath of tragedy.

In addition to establishing a contingency plan, effective schools provide adequate preparation for their core violence prevention and response team. The team not only plans what to do when violence strikes, but it also ensures that staff and students know how to behave. Students and staff feel secure because there is a well-conceived plan and everyone understands what to do or whom to ask for instructions.

Principles Underlying Crisis Response

As with other interventions, crisis intervention planning is built on a foundation that is safe and responsive to children. Crisis planning should include:

- Training for teachers and staff in a range of skills—from dealing with escalating classroom situations to responding to a serious crisis.
- Reference to district or state procedures. Many states now have recommended crisis intervention manuals available to their local education agencies and schools.
- Involvement of community agencies, including police, fire, and rescue, as well as hospital, health, social welfare, and mental health services. The faith community, juvenile justice, and related family support systems also have been successfully included in such team plans.
- Provision for the core team to meet regularly to identify potentially troubled or violent students and situations that may be dangerous.

Effective school communities also have made a point to find out about federal, state, and local resources that are available to help during and after a crisis, and to secure their support and involvement **before** a crisis occurs.

Intervening During a Crisis To Ensure Safety

Weapons used in or around schools, bomb threats or explosions, and fights, as well as natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma. Thus, the crisis response part of the plan also must include contingency provisions. Such provisions may include:

- Evacuation procedures and other procedures to protect students and staff from harm. It is critical that schools identify safe areas where students and staff should go in a crisis. It also is important that schools practice having staff and students evacuate the premises in an orderly manner.
- An effective, fool-proof communication system. Individuals must have designated roles and responsibilities to prevent confusion.
- A process for securing immediate external support from law enforcement officials and other relevant community agencies.

> *"Early intervention and quick response from our school district team resulted in no one getting hurt."*
>
> **Pamela Cain**
> **Superintendent**
> **Wirt County, WV**

All provisions and procedures should be monitored and reviewed regularly by the core team.

Just as staff should understand and practice fire drill procedures routinely, they should practice responding to the presence of firearms and other weapons, severe threats of violence, hostage situations, and other acts of terror. School communities can provide staff and students with such practice in the following ways:

- Provide inservice training for all faculty and staff to explain the plan and exactly what to do in a crisis. Where appropriate, include community police, youth workers, and other community members.
- Produce a written manual or small pamphlet or flip chart to remind teachers and staff of their duties.
- Practice responding to the imminent warning signs of violence. Make sure **all** adults in the building have an understanding of what they might do to prevent violence (e.g., being observant, knowing when to get help, and modeling good problem solving, anger management, and/or conflict resolution skills) and how they can safely support each other.

Responding in the Aftermath of Crisis

Members of the crisis team should understand natural stress reactions. They also should be familiar with how different individuals might respond to death and loss, including developmental considerations, religious beliefs, and cultural values.

Effective schools ensure a coordinated community response. Professionals both within the school district and within the greater community should be involved to assist individuals who are at risk for severe stress reactions.

Schools that have experienced tragedy have included the following provisions in their response plans:

- **Help parents understand children's reactions to violence**. In the aftermath of tragedy, children may experience unrealistic fears of the future, have difficulty sleeping, become physically ill, and be easily distracted—to name a few of the common symptoms.
- **Help teachers and other staff deal with their reactions to the crisis**. Debriefing and grief

Crisis Procedure Checklist

▲ *A crisis plan must address many complex contingencies. There should be a step-by-step procedure to use when a crisis occurs. An example follows:*

__ Assess life/safety issues immediately.

__ Provide immediate emergency medical care.

__ Call 911 and notify police/rescue first. Call the superintendent second.

__ Convene the crisis team to assess the situation and implement the crisis response procedures.

__ Evaluate available and needed resources.

__ Alert school staff to the situation.

__ Activate the crisis communication procedure and system of verification.

__ Secure all areas.

__ Implement evacuation and other procedures to protect students and staff from harm. Avoid dismissing students to unknown care.

__ Adjust the bell schedule to ensure safety during the crisis.

__ Alert persons in charge of various information systems to prevent confusion and misinformation. Notify parents.

__ Contact appropriate community agencies and the school district's public information office, if appropriate.

__ Implement post-crisis procedures.

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counseling is just as important for adults as it is for students.

- **Help students and faculty adjust after the crisis.** Provide both short-term and long-term mental health counseling following a crisis.
- **Help victims and family members of victims re-enter the school environment.** Often, school friends need guidance in how to act. The school community should work with students and parents to design a plan that makes it easier for victims and their classmates to adjust.
- **Help students and teachers address the return of a previously removed student to the school community**. Whether the student is returning from a juvenile detention facility or a mental health facility, schools need to coordinate with staff from that facility to explore how to make the transition as uneventful as possible.

Conclusion

Crises involving sudden violence in schools are traumatic in large measure because they are rare and unexpected. Everyone is touched in some way. In the wake of such a crisis, members of the school community are asked—and ask themselves—what could have been done to prevent it.

We know from the research that schools can meet the challenge of reducing violence. The school community can be supported through:

- School board policies that address both prevention and intervention for troubled children and youth.
- Schoolwide violence prevention and response plans that include the entire school community in their development and implementation.
- Training in recognizing the early warning signs of potential violent behavior.
- Procedures that encourage staff, parents, and students to share their concerns about children who exhibit early warning signs.
- Procedures for responding quickly to concerns about troubled children.
- Adequate support in getting help for troubled children.

Everyone who cares about children cares about ending violence. It is time to break the silence that too often characterizes even the most well-meaning school communities. Research and expert-based information is available for school communities to use in developing and strengthening programs that can prevent crises.

School safety is everyone's job. Teachers, administrators, parents, community members, and students all must commit to meeting the challenge of getting help for children who show signs of being troubled.

> *"Coordinated school efforts can help. But the solution does not just rest in the schools. Together we must develop solutions that are community-wide and coordinated, that include schools, families, courts, law enforcement, community agencies, representatives of the faith community, business, and the broader community."*
>
> **Wilmer Cody, Kentucky Commissioner of Education**

Methodology, Contributors, and Research Support

Also On The Web

- An annotated version of the guide with references to support each assertion as well as references to practical materials that can be employed to implement the recommendations it contains.
- Additional resources that can be employed to implement the recommendations contained in the guide.
- Links to other Web sites that provide useful and usable information.
- English and Spanish versions of the guide that can be downloaded for dissemination.

This guide synthesizes an extensive knowledge base on violence and violence prevention. It includes research from a variety of disciplines, as well as the experience and effective practices of teachers, school psychologists, counselors, social workers, family members, youth workers, and youth.

Much of the research found in this guide was funded by federal offices whose senior staff were involved in supporting and reviewing this document. They include:

- Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education.
- Safe and Drug-Free Schools Program, Office of Elementary and Secondary Education, U.S. Department of Education.
- Office of Juvenile Justice and Delinquency Prevention and National Institute for Justice, U.S. Department of Justice.
- National Institute of Mental Health and Center for Mental Health Services, U.S. Department of Health and Human Services.

The guide was produced by the Center for Effective Collaboration and Practice of the American Institutes for Research in collaboration with the National Association of School Psychologists. The project was led by:

- **Kevin P. Dwyer**, Principal Investigator, National Association of School Psychologists
- **David Osher**, Project Director, American Institutes for Research

The guide was developed in collaboration with **Cynthia Warger** of Warger, Eavy and Associates.

Each assertion in the guide is backed by empirical data and/or expert consensus. Research references can be found on the project's Web site at **http://www.air-dc.org/cecp/guide**.

The guide was conceptualized by an interdisciplinary expert panel. The writing team, led by Kevin P. Dwyer, included members of the expert panel—George Bear, Norris Haynes, Paul Kingery, Howard Knoff, Peter Sheras, Russell Skiba, Leslie Skinner, and Betty Stockton—in addition to David Osher and Cynthia Warger. The writing team drew upon the other expert panelists for guidance and for resources.

The first draft was reviewed for accuracy by the entire expert panel as well as staff from the federal agencies. The federal reviewers are listed on the project's Web site at **http://www.air-dc.org/cecp/guide**.

The second draft was reviewed by family members, teachers, principals, and youth, in addition to leaders of major national associations. The expert panel reviewed the document again at this stage. These reviewers are also listed on the project's Web site at **http://www.air-dc.org/cecp/guide**.

Expert Panel Members

▲ *The expert panel included national experts from a variety of disciplines, as well as principals, teachers, pupil personnel staff, families, and youth:*

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Gil Kerlikowske, Former Police Commissioner
Buffalo, NY

Paul Kingery, Director
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University of South Florida

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Mothers of Murdered Sons & Daughters
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▲ *The following represented federal agencies on the panel:*

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Joanne Wiggins
U.S. Department of Education

Clarissa Wittenberg
National Institute of Mental Health

▶▶▶

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Resources

U.S. Department of Education

http://www.ed.gov/

Center for Effective Collaboration and Practice
American Institutes for Research
1000 Thomas Jefferson St., NW
Suite 400
Washington, D.C.

http://www.air-dc.org/cecp/

U.S. Department of Justice

http://www.usdoj.gov/

National Association of School Psychologists
4340 East West Highway
Suite 402
Bethesda, MD 20814

http://www.naspweb.org/center.html

National Institute of Mental Health

http://www.nimh.nih.gov/

Center for Mental Health Services
Knowledge Exchange Network

http://www.mentalhealth.org/index.htm

Character Education

David Smith 303/866-6683

To integrate character education into school climate in 10 elementary schools. Character traits will be identified and modeled by children, parents, teachers, principals and community members. A resource bank will be developed and available to the state.

Service Learning

Mary Vigil 303/866-6897
Kate Cumbo 303/866-6969

To promote service-learning as a philosophy and a practice in Colorado schools, communities and higher education institutions. This entails giving youth opportunities to learn academic (math, science, English, etc.) and life skills (cooperation, responsibility, leadership, etc.) while addressing "real" needs in their community.

Prevention Initiatives Support

Betty Shopp – Office Manager
Prevention Initiatives
303/866-6861
Tracy Sperry – Administrative Assistant II
Prevention Initiatives/Early Childhood
303/866-6610

Prevention Initiatives (ð) promotes healthy lifestyles, including the prevention of risk behaviors, in our culturally diverse society, through collaborative partnerships with communities.

William J.Moloney
Commissioner of Education

Richard Elmer
Deputy Commissioner of Education

David B. Smith
Director, Prevention Initiatives

Colorado State Board of Education

Clair Orr, Chairman
Patricia M.Chlouber, Vice Chairman
Ben L. Alexander
John Burnett
Randy Dehoff
Patti Johnson
Gully Stanford

PREVENTION INITIATIVES

ð

Program Contacts

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Colorado Department of Education
201 E. Colfax Avenue
Denver, CO 80203

Safe and Drug Free Schools & Communities

Janelle Krueger 303/866-6660
Stan Paprocki 303/866-6869
Mary VanderWall 303/866-6766
Cindy Wakefield 303/866-6750
Joyce Washington 303/866-6708

To assist school districts/BOCES in planning, implementing and evaluating their SDFSCA programs based on current prevention and/or intervention research and practice as well as the federal laws that govern the program. To develop and obtain safe climates in schools through violence prevention and intervention and positive campus management.

Law-Related Ed./Police/School Partnerships

Janelle Krueger 303/866-6660

To promote partnerships between law enforcement and school officials that strengthen advocacy for pro-social youth development, e.g., strategies to prevent delinquency.

Child Abuse Prevention

Cindy Wakefield 303/866-6750

To assist Colorado school districts in recognizing and reporting child abuse and neglect, implementing prevention/ intervention programs, and assisting the child victim and his/her family.

Social Skill Building

Cindy Wakefield 303/866-6750

To promote skills-based experiential learning for the prevention of high-risk behaviors in schools, community and family.

Parent/School/Community Partnerships

Cindy Wakefield 303/866-6750

To assist Colorado school districts in strengthening relationships among school employees, parents and community members in order to better promote student success.

Student Assistance Programs

Stan Paprocki 303/866-6869

To provide technical assistance and consultation to school districts so they might establish student assistance programs preK – 12th grade and to support students in meeting the standards through improved attendance, academic achievement and reduced school failure.

HIV/AIDS Prevention Education

Linda Tamayo 303/866-6616
Joyce Washington 303/866-6708

To assist Colorado school districts and youth serving agencies in the development and implementation of policies and programs to prevent the spread of HIV/AIDS.

Education for Homeless Children and Youth

Karen Connell 303/866-6903
Margie Milenkiewicz 303/866-6930

To ensure that every homeless child and youth has access to a free and appropriate public education.

Medicaid Program

Karen Connell 303/866-6903

To provide technical assistance to school districts and BOCES to create a Local Service Plan for expansion of school health services through the School Medicaid Match Program.

Comprehensive School Health Programs

Karen Connell 303/866-6903

To encourage every Colorado school district to begin or enhance a Comprehensive School Health program in order to promote healthy lifestyles and modify risk behaviors for all children.

Colorado Preschool Program

Dave Smith 303/866-6683
Sharon Triolo-Moloney 303/866-6781

To serve four-year-old children who live in families where risk factors that may slow their development are present.

Early Childhood/School-Age Care and Education

Sharon Triolo-Moloney 303/866-6781

To administer Child Care and Development Block Grant funds for the establishment and/or expansion of early childhood development and before- and after-school programs for low-income Colorado families. And to administer the Before- and After-school portion of the Federal Dependent Care Development Grant.

Suspension/ Expulsion

David Smith 303/866-6683
LeeRoy Martinez 303/866-6861
Larry Curry 303/866-6861

To support school districts in developing services to reduce expulsions and to serve students who are expelled from schools. To develop and evaluate models and to share this information with the state.

VIOLENCE PREVENTION RESOURCES

STATE

Assets for Colorado Youth
1580 Logan Street #700
Denver, CO 80203
(303) 832-1587

Center for Study & Prevention of Violence
900 28th Street #107 Boulder, CO 80302
(303) 492-1032

Colorado Coalition Against Sexual Assault
1600 Downing Street, 5th Floor
Denver, CO 80218
(303) 861-7033

Colorado Coalition Against Domestic Violence
P.O. Box 18902
Denver, CO 80218
(303) 831-9632/(303) 573-7814 TDD

Colorado School Mediation Project
3970 Broadway, B3
Boulder, CO 80304
(303) 444-7671

The Conflict Center
4140 Tejon Street
Denver, CO 80211
(303) 433-4983

Suzanne Louden
14065 Gleneagle Drive
Colorado Springs, CO 80921
(719) 488-2214

Pat McClenny, Southwest BOCES
P.O. Drawer 1420 Cortez, Colorado 81321
(303) 565-8411

Project Pave
2051 York Street Denver, CO 80205
(303) 322-2382

Rape Assistance and Awareness Program
640 Broadway #112 Denver, CO 80203
(303) 329-9922
Hotline (303) 322-7273 (322-RAPE)

Rocky Mtn. Center for Health Promotion & Ed
7525 W. 10th Avenue Lakewood, CO 80215
(303) 239-6494

NATIONAL/INTERNATIONAL

Center for Disease Control and Prevention
Division of Injury, Epidemiology and Control
Center for Environmental Health & Injury Control
1600 Clifton Road, Roger Center
Atlanta, GA 30333
(404) 639-3311

NATIONAL/INTERNATIONAL (cont.)

National Clearinghouse on Child Abuse Neglect
P.O. Box 1182
Washington, D.C., 20013
(800) 394-3366

National Coalition to Abolish Corporal
Punishment in Schools
155 W. Main St. #100B
Columbus, OH 43215
(614) 221-8829

National Crisis Prevention Institute
335 K North 124th
Brookfield, WI 53005
(800) 558-8976

National School Safety Center
4165 Thousand Oaks Boulevard, #290
Westlake Village, CA 91362
(805) 373-9977

Suicide Information and Education Center
201-1615 10th Ave. S.W.
Calgary, Alberta T3COJ7
(403) 245-3900

Teacher Education Institute
1079 W. Morse Blvd.
Winter Park, FL 32789
(800) 331-2208

EDUCATIONAL MATERIALS

Committee for Children
172 20th Avenue Seattle, WA 98122
(800)634-4499

ETR Associates, Network Publications
P.O. Box 1830 Santa Cruz, CA 95061-1830
(800) 321-4407

Johnson Institute
7205 OHMS Lane Minneapolis, MN 55439-2159
(800) 231-5165

National Educational Services
1610 West Third Street, P.O. Box 8
Bloomington, IN 47402
(800) 733-6786

Search Institute
700 South Third Street, #210
Minneapolis, MN 55415
(800) 888-7828

Select Media Educational Film and Video
74 Varick Street New York, NY 10013
(212) 431-8923

Sunburst Communication
39 Washington Ave. Pleasantville, NY 10570-0040
(800) 431-1934

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Updated Feb. 1999

RESOURCES

ORGANIZATION	GENERAL DESCRIPTION	WEB PAGE ADDRESS
Council of Chief State School Officers	The Council of Chief State School Officers is a nationwide, nonprofit organization, which consists of public officials that lead departments that are responsible for elementary and secondary education.	WWW.CCSSO.ORG
Connecting Colorado	To serve as a catalyst for connecting prevention efforts and promoting positive change in Colorado by promoting increased accessibility to information, resources and funding.	WWW.CONNECTINGCOLORADO.ORG
Community Anti-Drug Coalitions of America (CADCA)	To build and strengthen the capacity of coalitions to prevent and reduce substance abuse and violence in communities across America.	WWW.CADCA.ORG
PREVLINE: Prevention Online	Electronic access to searchable databases and substance abuse prevention materials that pertain to alcohol, tobacco, and drugs. **This page links to the National Clearinghouse for Alcohol and Drug Information (NCADI), the Center for Substance Abuse Prevention (CSAP), and the Substance Abuse and Mental Health Services Administration (SAMHSA).**	WWW.HEALTH.ORG
Institute for a Drug-Free Workplace	Independent, self-sustaining coalition of businesses, business organizations, and individuals dedicated to preserving the rights of employers and employees in drug-abuse prevention programs and to positively influence the national debate of these issues.	WWW.DRUGFREEWORKPLACE.ORG
United States Department of Education	The Web Page of the United States Department of Education. **The address for Safe and Drug-Free Schools.**	WWW.ED.GOV **WWW.ed.gov/offices/OESE/SDFS/**
Center for the Application of Substance Abuse Technologies (CASAT)	The Web Page provides information, resources, and research in substance abuse prevention, treatment, and training using current technologies.	WWW.UNR.EDU/EDUC/CEP/CASAT
Colorado Department of Education	Home page of the Colorado Department of Education (CDE). The mission of CDE is "To lead, to serve, and to promote quality education for all."	WWW.CDE.STATE.CO.US

Western Slope RADAR Clearinghouse
Grand Futures Prevention Coalition
Betty Meyer or Jean Fischer
P.O. Box 1170, Granby, CO 80446
(970) 887-9655 -- FAX: (970) 887-9656
email: gfgrambu@rkymtnhi.com
Serving the western half of Colorado -- 1-800-787-2327

Eastern RADAR Clearinghouse
Colorado Prevention Resource Center
Anne Zanders, Anky Nucete-Joy, David Turner
7525 West 10th Avenue, Lakewood, CO 80215
(303) 239-8633 -- FAX: (303) 2398428
email: ankyn@rmc.org
Serving the eastern half of Colorado -- 1-800-2514PRC

Student Assistance Program (SAP)

A **S**tudent **A**ssistance **P**rogram is a school-based, organized system for prevention, identification and intervention for students with identified needs that may affect school performance and healthy development.

A basic Student Assistance Programs includes a Student Assistance Team; methods for identifying and screening identified needs; appropriate referrals; and various strategies for supporting students' needs.

> . . . for decades, educators have been guided by a risk-deficit view of students. This view promotes meticulously identifying problems, weaknesses, risks, and deficits and labeling students according to this assessment, with little effort given to identifying and building on student strengths.
>
> The goal of risk research has been to identify student vulnerability so that interventions could be implemented that would mitigate the risks, thus promoting positive student outcomes in the face of these risks. In reality, however, deficit labels on students have become self-fulfilling prophecies for students rather than a path to resiliency. A typical, though often unspoken, attitude toward a student identified with many risks or deficits is, "This kid is doomed".
>
> **– Resiliency in Schools; Making It Happen for Students and Educators**
>
> Nan Henderson and Mike Millstein

A Student Assistance Team is composed of school staff, and in some instances, members of the larger community. The school staff can include: administrators, classroom teachers, counselors, social workers, support staff, custodians, bus drivers, school resource officers, and school nurses. Community members may include: clergy, medical professionals, mental health professionals, law enforcement, business representatives, retirees, and other community members.

The purpose of the Student Assistance Team is to process referrals to designated helpers, in-school services such as support groups, school sponsored events, after school activities, individual counseling, and skill building. The Team also can refer to outside agencies and programs. This implies a relationship with these community resources. Referrals to the Student Assistance Team may be a self-referral, a referral from school staff, other students, or parents. The Team meets on a regular basis to determine what actions need to be taken for given referrals.

An effective Student Assistance Program is an integral part of the school and should be embedded in school change efforts. Successful Student Assistance Programs require the commitment of school boards, district administration, principals, building personnel, parents, students and community members.

Student Assistance Programs Increase:

- Student grades
- Students' positive attitude towards school
- Students' sense of self-worth
- Students' ability to communicate and express feelings appropriately
- Student's positive relationships
- Staff involvement in student issues and concerns
- Parent and community support for students and schools

Student Assistance Programs Decrease:

- Dropout rates
- Alcohol and drug use
- Discipline referrals
- Drinking and Driving
- Other behavior problems

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Colorado Department of Education, Prevention Initiatives
Stan Paprocki: 303-866-6869, Paprocki_S@cde.state.co.us

Safe Schools

If children are to thrive and succeed in school, they must have a safe, secure learning environment.

Thanks to the strong commitment of educators, parents, and communities, on a day-to-day basis, schools are among the safest places. But keeping our young people safe must be a community-wide effort. We must create school environments in which young people feel truly connected and in which we connect with every young person — especially those who are isolated and troubled.

A report by the Colorado Department of Education identifies five key components of safe schools:

- ✓ a clear sense of safety and discipline issues that have arisen or may arise at the school
- ✓ well-defined and widely understood policies and procedures for dealing with violations and infractions
- ✓ a code of conduct that clearly states expectations for students and adults
- ✓ programs and services for students and families in need of counseling and other forms of assistance and support
- ✓ opportunities for students to learn more, both in school and through community programs, about how to resolve disputes fairly and constructively, exercise self-control, and handle anger, stress, and conflict

Are these components in place in your child's school?

The Parents' Role in Youth Violence

Parents are a child's most important teacher — for better and worse. Children who become violent often have parents who:

- ☛ are cold, rejecting, and uninvolved
- ☛ are violent or aggressive toward others
- ☛ are inconsistent with discipline — sometimes permissive, sometimes punitive
- ☛ are verbally and/or physically abusive
- ☛ abuse or torment animals
- ☛ condone or promote violence

Raising Children to Resist Violence

- ♥ Give your children consistent love and attention
- ♥ Make sure your children are supervised
- ♥ Don't hit your children
- ♥ Be consistent with rules and discipline
- ♥ Try to keep your children from seeing violence at home and in the community
- ♥ Avoid violent TV programs and video games

American Academy of Pediatrics, 1999

> Involved parents can prevent many problems in schools. Volunteering at school . . . can make a significant contribution to the overall school climate. The presence of parents in the classroom, the library, and the hallways subtly enhances school security.
>
> National School Safety Council, *School Safety Update*, September 1993

WHAT YOU CAN DO

...at home

- ✓ Be direct. Tell your children what you expect of them.
- ✓ Set limits. Teach your child there are consequences to inappropriate behavior.
- ✓ Praise your child for demonstrating responsible behavior.
- ✓ Set a good example. Model peaceful ways to solve conflicts.
- ✓ Know your child's friends and their parents.
- ✓ Help your child plan creative and constructive free-time activities.
- ✓ Ensure that firearms kept in your home aren't visible or accessible to your child.
- ✓ Watch TV and video games with your child. Talk about violence on TV, video games, and possibly in the neighborhood. Help your child understand the consequences of violence.
- ✓ Teach your children how to solve problems. Praise them when they follow through.
- ✓ Help your children find ways to show anger that do not involve verbally or physically hurting others. Be a role model in the way you handle your anger.
- ✓ Help your child accept and embrace differences in others.
- ✓ Keep lines of communication open — even when it's tough. Encourage your children to let you know what they're doing. Get to know their friends.

...at school

- ✓ Ask the principal for a copy of the school's code of conduct. Discuss the code with your child. Show your support for the rules and help your child understand the reasons for them.
- ✓ Ask your child's teacher if the school needs volunteers to help teachers supervise the school campus between classes and at lunch time, to help monitor walking routes to and from school.
- ✓ Pay attention if your child expresses concerns about friends who exhibit troubling behaviors. Discuss this information with the child's parents, the school psychologist, principal, or teacher.
- ✓ Ask your principal to explore alternatives to suspension and expulsion such as:
  - special mandatory in-school sessions providing study skills, self image, relationships, and anger management, with related mandatory sessions for parents
  - collaborative programs among schools, police departments, courts, family services agencies, and local malls involving behavior therapy, drug/alcohol education, conflict resolution and anger management, ethics, job training, jail tours, supervised community service projects such as graffiti removal, and tutoring for missed classes

... in the community

- ✓ Participate in local violence prevention groups.
- ✓ Team with the parents of your children's friends to ensure school safety.

HOW TO LEARN MORE

For a free copy of "Prevention Works, An Action and Planning Guide for Safe, Healthy Schools and Communities," write to Cindy Wakefield, Colorado Department of Education, 201 East Colfax, Denver, CO 80203, or call her at 303 866 6750.

These organizations provide information and assistance to parents and others interested in creating safe, drug-free schools:

Warning signs for violent behavior: American Academy of Pediatrics, "Raising Children to Resist Violence" http://www.aap.org/family/parents/resist.htm
Rocky Mountain Center for Health Promotion and Education 303 239 6494
Center for the Study and Prevention of Violence 303 492 1032
The Conflict Center 303 433 4983
"Helping Children Cope with Disaster," American Red Cross 303 722 7474
Colorado Psychological Association 303 692 9303
Colorado School Mediation Project (conflict-resolution and violence-prevention skills) 303 444 7671
Project PAVE (counseling for adolescent violence victims) 303 322 2382
Suicide/Depression Hotline 303 860 1200
Alternatives to Suspension: Nicky Wolman, Adams Twelve Five Star Schools 303 451 1173
Suspension Intervention Services, Lakewood Municipal Court Probation Department, David Risher 303 987 7440

Presentation materials and resources that support youth at-risk are provided in this section. These materials may be used for technical assistance, training and professional development purposes with a wide variety of audiences.

5 Professional Development

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Introduction: Ensuring the Inclusion of At-Risk Youth

Many states have a long-standing commitment to serving individuals with diverse educational needs, which is reflected in their state legislation and local procedures. Nevertheless, many challenges have persisted which have limited the utilization of strategies and approaches in supporting the participation of all learners in education and workforce reform efforts. State, regional, and local partnerships must continue to identify the barriers, issues, and concerns that limit participation and develop strategies and supports for ensuring all youth, including those most "at-risk", access and benefit from the full range of School-to-Career/Work opportunities. Largely based on Colorado's Transition Systems Change process, some suggested strategies to support planning and system implementation to include at-risk youth are those that are based on the key principals of equity, inclusion, and equal access. They include the following:

- Coordinate programs and resources, including those traditionally aligned with learners with disabilities, dropouts, economically disadvantaged learners, and other at-risk youth populations as cited in this manual (Risky Business), to create a single, unified School-to-Career/Work system.

- Promote equity, access, and inclusion in all marketing and public relations activities.

- Ensure the involvement and participation of parents, advocacy groups, and consumers on all advisory councils, task forces, and planning efforts associated with state, regional, and local partnerships.

- Formulate performance standards that guide local partnerships in establishing comprehensive systems.

- Build local capacity to serve all youth through technical assistance, training, and professional development, information/product dissemination and other assistance.

- Promote the use of accommodations, assistive technology, and support services in all aspects of School-to-Career/Work system planning and implementation.

- Follow-up and evaluate the overall impact of the School-to-Career/Work system on academic/social development and post-school outcomes, i.e., post-secondary education, training, and employment for all youth.

> *"The solutions for adult problems tomorrow depends in large measure upon the way our children grow up today. There is no greater insight into the future than recognizing when we save our children, we save ourselves."*
>
> *– Margaret Mead*

The School-to-Work Opportunities Act of 1994 requires the development of partnerships to build school-to-work systems that serve all youth. The enterprise of these state, regional, and local partnerships might best be facilitated through a collaborative planning process.

THE COLLABORATIVE PLANNING PROCESS

This section is intended to provide state, regional, and local system planners with strategies for assessing the current status of including at-risk youth in School-to-Career/Work activities, setting goals for improving results, and revising existing plans or establishing new action plans to meet their goals. This approach assumes that state, regional, and local partnerships work within the framework of a collaborative planning process. It is through the collaborative planning process, and the implementation of continuous review and improvement strategies, that School-to-Career/Work systems will effectively serve all youth.

In Colorado, systems change efforts have utilized a process known as "Compression Planning" over the past 10 years. Designed by the McNellis Company in New Brighton, Pennsylvania, Compression Planning is a storyboarding process that requires a team of key people to resolve their issues within hours or days, not weeks or months. This process draws out each individual's ideas, focuses on the best of them, shapes a course of action, and establishes a schedule for which the participants hold themselves accountable. A major intent of the Compression Planning process is to help individuals, groups and companies focus more clearly, work together more effectively and produce quality results based on consensus, commitment and accountability. Compression Planning produces innovation, speed and teambuilding by blending collaborative planning and leadership concepts with group process methodology. It results in open, creative planning which formulates the best thinking from participants while maintaining the structure and organization needed for useful and effective action. Identifying needs, setting goals, and developing action plans are best accomplished through a compression planning/collaborative planning process.

State, regional, and local partnerships have evolved through federal and state legislation, mandates, rules that govern program development (e.g., Tech Prep Consortia, youth apprenticeships, Private Industry Councils, Workforce Development Councils, Youth Councils, and others), and a desire to collaborate toward increasing the efficiency and effectiveness of services. In many states, the commitment and leadership of partners is viewed as a primary strategy to achieve systemic change. The planning process is an important part of developing a successful partnership to implement education reform efforts such as School-to-Career/Work. The success of these efforts is largely dependent on knowledge of programmatic content, the change process, and action planning strategies.

School-to-Career/Work partnerships must establish a process by which responsibilities and expectations of students, parents, employers, and schools are clearly delineated (School-to-Work Opportunities Act, 1994). There are several elements critical to developing an effective action plan. The planning process used to create and evaluate the constantly evolving action plan is key to its success. Although the elements and/or activities involved in planning seem to be consistent, there are many different strategies, which can be used to implement and engage them. Some key activities within an effective collaborative planning process might include the following:

- Building awareness of the need for School-to-Career/Work and conducting community, employer, and school-wide needs assessments.
- Assessing the status and commitment to serving youth with diverse educational needs.
- Appropriating stakeholder involvement in all partnership activities.
- Identifying the mission of the state, regional, and local School-to-Career/Work partnership and developing a shared vision around the initiative.
- Establishing a School-to-Career/Work action plan which articulates the expected results, anticipated barriers, action steps, responsible parties, timelines, resources, and follow-up/evaluation for each of the goals and/or objectives within the state, regional, and local School-to-Career/Work partnerships.
- Evaluating the overall effectiveness of the action plan and work plan by comparing efforts with other standards such as the benchmarking process.
- Communicating progress made on goals and objectives to community stakeholders and engaging in a continuous review and rearticulation of the School-to-Career/Work action plan.

COMPRESSION PLANNING: ACTION PLAN FOR INVOLVING AT-RISK YOUTH

For the purposes of illustration, the following chart demonstrates a condensed format for developing an Action Plan that specifically addresses goals for including at-risk youth in School-to-Career/Work activities. The goals and objectives would, in this case, have been developed from a prior assessment process. This plan would articulate expected results, provide action steps, identify responsible parties, set timelines, identify resources, and provide follow-up and evaluation.

The following example displays a small portion of an action plan that was developed from a local partnership in Montrose, Colorado, in August 1999.
(Standards-Based Transition Process Workshop, Montrose County School District RE-1J)

Action Plan for Involving At-Risk Youth

GOAL: Develop written procedures on how student's with IEPs, which provides for expanded standards, will earn credit to graduate in regular education classes.

Objective	Action Steps Activities	Person(s) Responsible	Timeline	Resources	Evaluation
Expand course offerings/titles for graduation credit within core departments	Weighting Carnegie units and standards	Departments	Dec. 1 each year	State Department	State Assessment Survey (longitudinal)
	Align and create coursework to transition/career goals	Departments	Present and ongoing	Other School Districts	Graduation Rate
	Define diploma	Administration School Board		District Assessment	Dropout Rate
	Materials and class supplies	Departments Administration		Discover Program	State Assessment Scores
	Committee representatives will present strategies			State Assessment Advisors	
	Inform staff on progress	School Board		Course Catalog	

PROFESSIONAL DEVELOPMENT: OVERHEAD PRESENTATIONS FROM TEXT

This section includes additional professional development resources for working collaboratively in a variety of settings. Public and private sector professionals and community leaders who share a desire to work more collaboratively to achieve better results for at-risk youth and their families will find these materials to be an invaluable training program.

This training helps schools, families, businesses, agencies, communities, and organizations to better understand and successfully apply at-risk youth innovations and strategies that develop and strengthen networking relationships across systems. Working from the text, overhead slides for each section have been developed to help individuals to navigate through issues, supports, infrastructure, and results for at-risk youth. These resources, in addition to others developed throughout this manual, provide rich information to help guide individuals and organizations through a process of building successful partnerships that support youth at-risk. These materials provide practical solutions to the challenges that may arise as groups move through the collaborative planning process; and help to ensure the inclusion of at-risk youth while providing a full range of opportunities and resources.

"The most important thing you leave behind is the stuff that turns into treasures when children find them."

– Brian Andreas

Risky Business

Building Resources for At-Risk Youth

Introduction

Developed by
Alexander "Sandy" Thomson

Who are At-Risk Youth?

- Goals 2000: Educate America Act of 1994 defines an at-risk student as one . . .

> ***"who, because of limited English proficiency, poverty, race, geographic location, or economic disadvantage, faces a greater risk of low educational achievement or reduced academic expectations.."***

What Causes a Person to Be "At-Risk"?

- Certain factors in a student's personal circumstances and/or behavior interact negatively with the school culture and the surrounding community.

- At-risk youth are those whose prospects for becoming productive members of society look obscure and thus, they are not prepared to be successful in school and/or adult life.

Issues for Youth At-Risk

- There is a mismatch between student needs and the structure of schools
- Schools may focus on remediation and deficits rather than student strengths, interests and talents
- Students are not at-risk until they have been identified as such by adults
- Community and "hands on" experiences may not be integrated within the school curriculum
- There are no quick fixes

At-Risk Youth & School-to-Work/Career

School-to-Work Opportunities Act:

- Includes ALL youth
- Integrates academics and careers
- Encourages post-secondary education
- Increases opportunities for those at-risk of dropping out and/or working at low-skill, low-wage jobs

OVERHEADS

Integrated Systems

Integrated systems provide proven results in serving youth at-risk:

- Interagency collaboration is essential in providing support for youth at-risk
- Sharing resources, strategies and personnel across systems results in positive outcomes for these youth
- Colorado endorses a network of integrated systems

Risky Business

Building Resources for At-Risk Youth

Section 1: Overview

Developed by
Alexander "Sandy" Thomson

OVERHEADS

Youth At-Risk: Overview

The need to focus on at-risk youth:

- Quality and Equality
- Escalation of the Problem
- Demands of the Workforce
- Social Development
- New Role of the School
- Restrictive Attitudes
- Legal Responsibilities

Educational Goals to Support Youth At-Risk

- Focus on Student Assets
- Utilize Varied Teaching Strategies
- Create Meaningful Learning in Collaborative Settings
- Emphasize High Expectations for ALL Students
- Connect content to culture and prior knowledge
- Use context to teach content
- Develop thinking skills
- Provide multiple instructional and assessment strategies
- Eliminate student tracking

OVERHEADS

Educational Goals to Support Youth At-Risk

- Foster resiliency - build on strengths
- Administrative leadership and support
- Professional development opportunities
- Parent and community involvement
- Promote a caring, strength-based school and community climate

School-to-Career & At-Risk Youth

School-to-Career/Work:

- Focuses on student strengths and interests
- Provides "hands-on" learning experiences
- Shows the relevancy of academics
- Assists students in developing positive work habits and attitudes
- Expands future options and possibilities

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Building Resources for At-Risk Youth

Section 2:

School-to-Career Innovations & Strategies

Developed by
Alexander "Sandy" Thomson

School-to-Career Innovations & Strategies

- Limited English Proficient
- Out-of-School
- Gifted and Talented
- Native American
- Gender Equity
- Youth with Disabilities
- Youth Corrections
- Migrant Education
- Disadvantaged
- All Students
- Charter Schools
- One-Stop Career Centers

School-to-Career Innovations & Strategies

Strategies Focus On:

- Creative forms of teaching and learning
- Guidance and counseling with rich connections to the workplace
- Adult support, structure and expectations
- Quality implementation of youth programs
- Youth as resources to issues and solutions
- Support, follow-up and evaluation

School-to-Career Innovations & Strategies

Each At-Risk Category Contains:

- Three Colorado Programs/Strategies
- Two National Programs/Strategies
- One International Program/Strategy

School-to-Career Innovations & Strategies

Each At-Risk Category Contains:

- Program name and location
- Primary target group
- Who else can benefit
- Purpose of the program
- Description and methodology
- Special considerations
- Results and effects
- Contact information

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Building Resources for At-Risk Youth

Section 3:

Family, Community & Business Involvement

Developed by
Alexander "Sandy" Thomson

Used with permission from
Learn and Live, 1997

The George Lucas Educational Foundation

Involving Families

Developing a home-school team will . . .

- Increase communication
- Reinforce the importance of learning
- Develop trust and respect
- Inspire staff & students
- Create a positive attitude about school
- Provide a forum for addressing critical issues

Connecting Communities

Community involvement in school will . . .

- Provide ongoing support for the schools
- Establish role models and mentors for students
- Increase communication and mutual respect
- Strengthen families and communities
- Make the school a community center

Business Partnerships

Involving business in the schools will . . .

- Create work-based learning environments
- Increase access to state-of-the-art technologies
- Make academic subjects relevant & enriching
- Increase post-school options for students
- Provide ongoing support for the school system

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Building Resources for At-Risk Youth

Section 4:

Guidelines to Safe Schools & Integrated Services

Developed by
Alexander "Sandy" Thomson

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U.S. Department of Education and Colorado Department of Education

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Guide to Safe Schools

Characteristics of Safe Schools

From the U. S. Department of Education:

- Focus on achievement
- Involve families in meaningful ways
- Develop links to the community
- Emphasize positive relationships
- Openly discuss safety issues
- Treat students with respect

Guide to Safe Schools

Characteristics of Safe Schools

- Create a way for students to share concerns and feelings
- Support students transition from school to adult life and the workplace
- Offer extended day programs
- Assist abused and neglected students
- Promote good citizenship
- Identify problems and solutions

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Early Warning Signs

Characteristics of Students At-risk of Violence

- Social withdrawal
- Feeling isolated & alone
- Feeling rejected & persecuted
- Uncontrolled anger
- History of discipline problems
- Drug and/or alcohol use
- Intolerance for differences – prejudice
- Access to firearms
- Victim of violence
- Low school interest

Intervention Strategies

- Coordinate services
- Inform parents
- Maintain confidentiality
- Develop capacity to respond
- Support students being responsible for their behavior
- Simplify the system for assistance

What Students Can Do

- Listen to friends' feelings
- Share concerns and get help from adults
- Create organizations to prevent violence
- Get involved in the school
- Volunteer to mentor a younger student
- Report any incidents
- Be a role model

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Responding to a Crisis

- Have a crisis plan
- Look for early warning signs
- Get help for troubled students
- Ensure safety during a crisis
- Provide support to staff, students and parents after the incident
- Evaluate crisis plan and adjust as needed

Risky Business

Building Resources for At-Risk Youth

Section 5:
Professional Development

Developed by
Alexander "Sandy" Thomson

Professional Development

- Concepts and strategies designed to support youth at-risk should be integrated into all professional development activities
- Developing a proactive approach will improve the outcomes for students who are in danger of failing in school and in life

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Professional Development

Action Steps for Youth At-Risk

- Survey students to determine effective engagement practices
- Develop a student assistance team
- Formulate a crisis plan
- Provide information to staff on at-risk youth
- Develop a parent/community involvement program
- Implement a preventative model of intervention

Professional Development

Action Steps for Youth At-Risk

- Address wrap-around integrated services
- Review curriculum and instruction practices and determine how these match learning styles for youth at-risk
- Develop instructional practices that assist students in seeing the relevance of academic instruction
- Initiate strategies to engage business and the community

A "Reclaiming Environment"

Communicates four core values:

- Belonging – Significance is fostered through our universal need for belonging.
- Mastery – Competence is achieved through opportunities for mastery.
- Independence – Empowerment is nurtured through independence.
- Generosity – Integrity and virtue is reflected through generosity.

Collaboration

- Collaboration and cooperation not only makes sense, it may well mean the difference between survival in the year 2000 and beyond or obsolescence in the 1990's.

- We've seen agencies, programs, services and systems come and go, the criteria for the comings and goings are often vague, but rest assured that we have a new criteria, not vague but well defined, that will be applied, and that criteria is the measure of cooperation and collaboration that an organization exhibits, in short, the degree to which a system is able to network.

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Eight Lessons Learned From Educational Systems Change

- You can't mandate what matters
- Change is a journey, not a blueprint
- Problems are friends
- Vision & strategic planning come later
- Individualism & collectivism have equal power
- Neither centralization or decentralization work
- Connection with the wider environment is critical to success
- Every person is a change agent

~ Michael Fullan, 1993

Web Sites

- Colorado Department of Education
  www.cde.state.co.us
- Standards and Assessment Resource Bank
  www.cde.state.co.us/stand.htm
- Colorado School-to-Career Partnership
  www.state.co.us/ed_dir/stc
- Colorado School-to-Career for Youth with Disabilities
  www.aclin.org/other/education/disability
- National School-to-Work Learning Center
  www.stw.ed.gov

AFTERWORD

While writing this manual, I was frequently challenged to define the parameters of at-risk youth. Throughout the course of my research, I found myself developing a clearer understanding of at-risk youth via information that presented multiple facets and myriad possibilities within this arena. My opinions have changed over time, influenced by my personal and professional experiences, and especially through the writing of this book. I currently believe that we are all "at-risk" individuals to some degree or another, and most always there is a fine line that determines our susceptibility to being at-risk along with the accompanying side effects.

As was stated in the Introduction of this manual, young people are not 'at-risk', but are usually placed at-risk by adults. Various human conditions help to promote the level of an individual being at-risk, but in the end we must all be accountable to the quality and infrastructure that we bring to this world. Our greatest risk is to lose our ability to accept, respect and understand each other. Our greatest challenge is to create a climate of appreciation, acceptance, and compassion for all beings.

The spiral ideogram on the cover of this manual is strongly associated with independent movement, potential energy, and a return or homecoming. Like this spiral, at-risk youth move to a different, independent beat. At-risk youth's potential energy is their greatest asset in gaining reparation to the opportunities and quality of life they deserve. Ensuring access by all youth to school and community learning/living experiences requires the creation of a positive, welcoming environment by all partners – schools, businesses, and community organizations. However, we can often be at a loss as to how to achieve this. Pam Stenhjem, Coordinator, All Means All School-to-Work Project, Institute on Community Integration, University of Minnesota completed the following book review:

In their book, Reclaiming Youth At-Risk: Our Hope for the Future, authors Brendtro, Brokenleg, and Van Bockern share a model of youth empowerment called, ***The Circle of Courage***. This model is based on three areas of comprehensive research: contemporary developmental findings, the wisdom and teachings of early youth workers and pioneers in the field of human development, and Native American theories about raising children. According to their model, a positive culture or "reclaiming environment" is one that both communicates and shares with youth the following four core values:

1. Belonging: Significance is fostered through a community that acknowledges our universal need for belonging.

2. Mastery: Competence is achieved by guaranteed opportunities for mastery.

3. Independence: Power is nurtured by a rich respect for each individual's independence.

4. Generosity: Integrity and virtue are reflected through the value of generosity.

The Circle of Courage model of youth empowerment promotes and supports a reclaiming environment. To reclaim is to recover and redeem, to restore value to something that has been devalued. A reclaiming environment creates changes that meet the needs of both the young person and society. It embodies ideals that can provide a pathway to leading valuable, meaningful, enriching lives, as well as respect and value for youth. These concepts provide a place to start in our daily work with all youth through school and community learning experiences. In schools, youth organizations, and communities across the country, the "reclaiming environment" approach is being embraced as a way to ensure that all youth are equally valued, and equally valuable.

We must challenge ourselves to promote and develop a welcoming, reclaiming environment for all youth. We all need to be a part of something positive and help to create a lasting, meaningful impact on the lives of the learners with whom we spend our time: at home, in schools, at work, and in all of our communities, and organizations.

My ambition in writing Risky Business was that it would help to define at-risk youth; explore strategies and innovations; share ideas on family, community, and business involvement; discuss safe schools and integrated services; and, provide professional development materials and resources. I feel that this manual will help us to actualize the ideas, resources, and strategies that are documented herein; and that it can help to provide a pathway for all youth toward leading valuable, profound, and enriching lives. Through the words of Mark Twain's famous character Huck Finn, I leave you with one final comment:

> *"...and so there ain't nothing more to write about, and I am rotten glad of it, because if I'd a knowed what a trouble it was to make a book, I wouldn't a tackled it and I ain't agoing to no more. But I reckon I got to light out for the Territory ahead of the rest, because Aunt Sally she's agoing to adopt me and sivilize me and I can't stand it. I been there before."*
>
> *~ MARK TWAIN*

The Appendix includes:

- Bibliography
- Resources:
  - A. Making Standards Work: Integrating Career Concepts
  - B. Guidelines For Bringing Out The Best In All Of Our Students
  - C. Parent Career Guides
  - D. Charter Schools
  - E. One-Stop Career Centers
  - F. George Lucas Foundation: Electronic Resources
  - G. Colorado General Workplace Competencies
  - H. Resource Mapping Information
  - I. Transition Internet Resources

APPENDIX

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APPENDIX A

Making Standards Work: Integrating Career Concepts With Subject Matter

GRADE LEVEL 9-12

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

6. Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem-solving situations and communicate the reasoning used in solving these problems.

BENCHMARK

a. using ratios, proportions, and percents in problem-solving situations

WORKPLACE COMPETENCY

Thinking Skills: Problem Solving
identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action

RESOURCE

The Annenberg Foundation and the Corporation for Public Broadcasting is a non-profit organization who's mission is to help schools and communities improve their math and science education programs for all students in kindergarten through 12th grade. A collection of math and science videos, software, and materials are available through:

Annenberg/CPB Math & Science Project
Department C-96
P.O. Box 2345
South Burlington, VT 05407-2345
(800) 965-7373
(802) 864-9846 (fax)
www.learner.org

BEST COPY AVAILABLE

MATHEMATICS

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students use ratios, proportions and percents to calculate one of the following:

- the appropriate medication dosage for a variety of patients
- the individual statistics of a ball player
- the amount of ingredients needed to feed various numbers of people.

WORKPLACE COMPETENCY

THINKING SKILLS: PROBLEM SOLVING

Students learn and use the following problem solving process to do the above activity:

- identify the problem
- identify all available resources (internet, nurses, teachers, calculator, etc.)
- brainstorm ideas for solving the problem, accepting all ideas
- discuss the appropriateness and usefulness of each idea
- try the technique and make any adjustments necessary
- evaluate the technique
- identify alternatives if necessary and apply it to a concrete problem.

CAREER DEVELOPMENT

Invite a doctor, veterinarian, nurse, lab technician, or hospice care provider into the classroom as a guest speaker to discuss how he/she uses ratios, proportions, percents, and problem solving on the job. The speakers also can share information about their own career paths and the skills/experience requirements for jobs in their fields.

COMMUNITY

Students shadow a doctor, nurse or other health care provider and write a paper reflecting how ratios, proportions, percents, and problem solving are used in that profession.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate students on their ability to:

- accurately calculate ratios, proportions and percentages
- identify two other areas that use ratios, proportions and percentages.

WORKPLACE COMPETENCY

THINKING SKILLS: PROBLEM SOLVING

Assess students on their ability to successfully follow the problem solving process. Students will describe, in writing, the work completed in and the outcome of each step of the process.

EXTENSIONS

Take a study trip to a hospital or veterinary clinic to observe the application of these skills.

GRADE LEVEL 5-8

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

1. Students understand the chronological organization of history and know how to organize events and people into major eras to identify and explain historical relationships.
   1.1 Students know the general chronological order of events and people in history.

BENCHMARK

a. chronologically organizing major events and people of United States history

WORKPLACE COMPETENCY

Organizational Skills: Using Resources
identifies, organizes, plans and allocates resources

RESOURCE

The Center on Education and Work is a non-profit organization that provides a variety of resources for job seeking, career planning, occupational education, and special needs education through handbooks, workbooks, videotapes, and computer software materials.

Center on Education and Work
University of Wisconsin-Madison
School of Education
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
800/446-0399
608/262-9197 (Fax)
www.cew.wisc.edu

HISTORY

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students pick 10-20 events and five historical figures from a specific time period designated by the teacher and create a timeline of these events and people. Illustrate the timeline using historical pictures from the Internet, photocopied pictures from a text book, or student drawings.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: USING RESOURCES

Teacher discusses the many resources that can be used in research.

Students use different resources to research the events of a decade of the United States. The students find 5 events that affected the United States internationally, nationally, and locally (the students home state).

CAREER DEVELOPMENT

Each student identifies a career and finds resources to research the chronological phases of the career, from educational preparation to retirement. As this is a future planning exercise, students also can imagine future events or periods as historic contexts for their career choices.

COMMUNITY

Take a study trip to the library to research classified ads in old newspapers to determine jobs in demand during certain years.

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students on their ability to:
- identify 10-20 events and five historical figures
- chronological order of timeline
- appropriate illustrations of the timeline.

WORKPLACE COMPETENCY

ORGANIZATIONAL SKILLS: USING RESOURCES

Evaluate the students on their ability to:
- list all resources used
- list resources they would not use next time
- list resources not used but available
- justify the items listed.

EXTENSIONS

- Students could complete a biography of historical figures mentioned on the timeline.
- Students could write a career ad for other time periods.
- Students could complete a family timeline listing what relatives lived during what time periods.
- Students could identify and describe the careers of relatives.

K-4 **GRADE LEVEL**

K 1 2 3 4 5 6 7 8 9 10 11 12

STATE STANDARD

1. Students read and understand a variety of materials.

BENCHMARK

a. using a full range of strategies to comprehend materials such as directions, nonfiction material, rhymes and poems, and stories

WORKPLACE COMPETENCY

Thinking Skills: Learning
- uses efficient techniques to acquire and apply new knowledge and skills

QUOTATION

In the media center, I make sure to have a variety of careers represented among the fiction and non-fiction literature available.

-- Fran Adams
Summit Cove Elementary

READING & WRITING

LEARNING ACTIVITIES

ACADEMIC CONTENT STANDARD

Students research the uses and sources of water in the community. Students keep a daily journal of resources and key learnings as well as present their findings orally to the class. Teachers present specific reading strategies (for example, Dole/Pearson) to assist students in researching materials appropriately.

WORKPLACE COMPETENCY

THINKING SKILLS: LEARNING

Discuss reading and research techniques appropriate for the topic and level of students.

CAREER DEVELOPMENT

Take study trips into the community to better understand how water is used (i.e. car wash, fire department, restaurants, recreation areas, supermarkets).

Explore the uses of water consumption, cleaning, recreation and safety. Also, explore the careers related to these different uses and the role water plays. For example, careers in treatment facility maintenance, chemical and hydraulic engineering, and sewage/drainage systems maintenance are related to the handling of contaminated water.

COMMUNITY

Based on what the class has learned, plan an anti-pollution/clean-up project in your community (for example, trash pick-up along a river, promoting conservation within the school by installing reduced-flow faucets/toilets).

ASSESSMENTS

ACADEMIC CONTENT STANDARD

Evaluate the students' research papers and oral presentations according to an appropriate rubric. Evaluate the use of appropriate documentation and the use of a variety of sources.

WORKPLACE COMPETENCY

THINKING SKILLS: LEARNING

To demonstrate learning, students use multimedia (slides, pictures, essays) to make a presentation to the class or other students on how the community uses water and that highlights a career of interest in this area.

Evaluate the students on:
- The use of a variety of resources to develop the presentation
- The ability to integrate information into the presentation
- The use of multimedia equipment

* Note: The career interests highlighted should be geared to student level (i.e., K-4).

APPENDIX B

Guidelines For Bringing Out The Best In All Of Our Students.

Guidelines for Bringing Out the Best in ALL of Our Students

BRINGING OUT THE BEST IN ALL OF OUR STUDENTS

Diversity is represented in all of our classrooms. It is critical to provide instructional strategies and a positive learning environment for ALL students. Some students, because of their unique learning style or other factors may need special considerations to reach high standards. These students may include those who are referred to as:

- At-Risk
- Migrant/Bilingual
- Gifted and talented
- Special education
- Disadvantaged
- Other

Adaptations should be matched to the individual. There is not "one best strategy" that fits all learners specific group.

Regardless of the classification or title, each individual may have special learning needs that must be addressed. Making necessary adjustments in the instruction and environment can support ALL students in reaching high standards.

Adaptations for Unique Learners

List a few types of modifications you have made in your classroom for students with special needs.

The following information provides additional suggestions on ways that instruction and assessment practices can be adjusted to meet the needs of ALL learners.

Strategies for Learners with Special Learning Needs

Instruction

- Use a variety of teaching methods that match different learning styles.
- Select materials and equipment that is tailored to unique learners.
- Use different and flexible group strategies for instructional purposes.
- Be flexible in pacing instruction and vary the time allotted for individuals to work.
- Provide a variety of opportunities and environments that allow students to participate.
- Adapt the physical environment to address specific learning needs.
- Provide consistent and clear expectations.
- Use strategies that allow choices and promote self-management and independence.

Assessment: Have a student (or group of students) teach a specific skill to the class.

Assessment

- Use a variety of assessment strategies to measure progress (refer to page 34).
- Allow flexibility in the time and scheduling of the assessment.
- Allow a variety of assessment environments.
- Consider the student's unique learning needs and design the assessment accordingly.
- Use the students preferred mode of language/communication.
- Use realistic and appropriate assessment criteria.

Addressing Diversity in the Classroom

Think about the non-traditional learners in your classroom, school or district. Using the strategies listed above, select three practices. Describe how they can be incorporated into your integrated lesson (page 36) to support learners with unique needs.

1.

2.

3.

Each time a lesson is developed or used the teacher should consider what adaptations are needed for students in the class.

For More Information

- Contact specialists in your building or district
- *"Opportunities for Success"* - provides guidelines for educators as they help special populations of students reach academic standards. It can be ordered by contacting:

Colorado Department of Education
Special Education Services Unit
303/866-6694

APPENDIX C

Parent Career Guides

Denver Public Schools
School-to-Career

6th-8th Grade Middle School Parent Guide

WORKPLACE
ACADEMIC SKILLS
SKILLS
Science
Marketing

To help my child prepare for workplace readiness and life-long learning, I can:

- ☐ Give my child responsibilities at home.
- ☐ Emphasize how home responsibilities relate to those in the workplace.
- ☐ Involve my child in activities that teach teamwork.
- ☐ Help my child form a positive self-concept. Make my child feel good about what he/she does at home and in school.
- ☐ Discuss the importance of attendance and promptness, and relate these to the workplace.
- ☐ Schedule a study time and create a quiet location at home for my child.
- ☐ Encourage my child to participate in volunteer activities which relate to his/her career interests.
- ☐ Support and participate in career readiness activities at my child's school.
- ☐ Discuss the results of my child's career interest survey with him/her.
- ☐ Encourage my child to be involved with extra curricular activities to expand his/her horizons.
- ☐ Teach my skills and abilities to my child through home projects and activities.
- ☐ Encourage my child to engage in problem solving activities at home and school.
- ☐ Use travel and vacation time as a way to increase my child's career awareness.
- ☐ Encourage my child to interview people in a variety of careers.

DENVER PUBLIC SCHOOLS
School-to-Career Partnership

Connecting Communities, Classrooms, and Careers

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Denver Public Schools

School-to-Career

9th Grade Freshmen Parent Guide

WORKPLACE
ACADEMIC SKILLS
SKILLS
Science
Technology
Marketing
Design
Leadership
Research & Development
All Aspects of the Industry

To help my child prepare for workplace readiness and life-long learning, I can:

- ☐ Review the progress of my child's Individual Career Academic Plan (ICAP) by contacting the school counselor or advisor.
- ☐ Help develop my child's high school and post secondary program of study.
- ☐ Review my child's organizational and test taking skills.
- ☐ Give my child responsibilities at home. Emphasize how home responsibilities relate to those in the workplace.
- ☐ Encourage my child to keep a daily planner or calendar and to maintain an activity schedule throughout the year.
- ☐ Help my child form a positive self-concept. Make my child feel good about what he/she does at home and at school.
- ☐ Recognize my child's efforts. Praise hard work and determination - not just results.
- ☐ Discuss the importance of attendance and of promptness with my child. Relate these goals to the workplace.
- ☐ Schedule a study time and create a quiet location at home for my child.
- ☐ Encourage my child to be involved with activities that provide career experiences such as job shadowing, mentoring, volunteering, technology labs and school-based enterprises.
- ☐ Involve my child in activities that teach teamwork.
- ☐ Encourage my child to participate in extra curricular activities to expand his/her experiences.
- ☐ Help my child with his/her career cluster focus.
- ☐ Encourage my child's involvement in career related opportunities including district magnet programs and Career Education Center.
- ☐ Support and participate in career readiness activities at my child's school.

DENVER PUBLIC SCHOOLS
School-to-Career Partnership

Connecting Communities, Classrooms, and Careers

Denver Public Schools
School-to-Career
10th Grade Sophomore Parent Guide

WORKPLACE
ACADEMIC SKILLS
SKILLS
Science
Technology
Marketing
Design
Entrepreneurship
Operations
Research & Development
Leadership

To help my child prepare for workplace readiness and life-long learning, I can:

- ☐ Review my child's program of study, career path and career cluster selection through his/her Individual Career Academic Plan (ICAP).
- ☐ Assist my child in focusing on a career cluster.
- ☐ Encourage my child to be involved with school activities that provide career experiences such as job shadowing, mentoring, community service, technology labs and school-based enterprises.
- ☐ Review the importance of attendance and promptness with my child. Relate these goals to those in the workplace.
- ☐ Encourage my child to explore and ask questions about careers.
- ☐ Teach my skills and abilities to my child through home projects and activities.
- ☐ Encourage my child to engage in problem solving activities at home and in school.
- ☐ Use travel and vacation time as a way to increase my child's career awareness.
- ☐ Encourage my child to interview people in a variety of careers.
- ☐ Help my child develop a list of characteristics desirable for full-time employment in careers he/she might be interested in pursuing.
- ☐ Have my child visit my place of employment.
- ☐ Help my child create a list of characteristics for desirable choices that he/she might want to pursue after high school.
- ☐ Investigate my place of employment and other sources for scholarship opportunities for my child.
- ☐ Support and participate in career readiness activities at my child's school.
- ☐ Encourage my child to participate in extra curricular activities to expand his/her horizons.
- ☐ Review graduation requirements to assure appropriate credits are being earned.
- ☐ Check on college test dates and registration (PSAT).

DENVER PUBLIC SCHOOLS
School-to-Career Partnership

Connecting Communities, Classrooms, and Careers

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Denver Public Schools
School-to-Career
11th Grade Junior Parent Guide

WORKPLACE
ACADEMIC SKILLS
SKILLS
Marketing

To help my child prepare for workplace readiness and life-long learning, I can:

☐ Review my child's program of study, career path and career cluster selection through his/her Individual Career Academic Plan (ICAP).

☐ Review with my child his/her career cluster focus.

☐ Check on college entrance test dates and registration (SAT & ACT).

☐ Review graduation requirements to assure appropriate credits are being earned.

☐ Encourage my child to gather information on financial aid and scholarship opportunities.

☐ Attend college fairs and career fairs with my child.

☐ Investigate and discuss career related opportunities with my child, teachers, and counselors at school.

☐ Encourage my child's involvement in these career related opportunities:

- Tech Prep
- Internships
- Mentorships
- Service Learning
- Job Rotations
- Job Placement
- Cooperative Work
- Practicum
- Career & Technology Education Programs

☐ Teach my child to manage his/her time. Balance study and recreation time.

☐ Encourage my child to "job shadow" someone in his/her career cluster focus.

☐ Encourage my child to participate in extra curricular activities to expand his/her experiences.

☐ Investigate a variety of post-secondary educational opportunities.

DENVER PUBLIC SCHOOLS
School-to-Career Partnership

Connecting Communities, Classrooms, and Careers

Denver Public Schools
School-to-Career

12th Grade Senior Parent Guide

WORKPLACE
SKILLS

To help my child prepare for workplace readiness and life-long learning, I can:

- ☐ Review my child's program of study, career path and career cluster selection through his/her Individual Career Academic Plan (ICAP).
- ☐ Assist my child in focusing on a career cluster.
- ☐ Visit my child's teachers, counselors, and other staff.
- ☐ Review my child's post-secondary options. Make post-secondary contacts as needed.
- ☐ Encourage my child's involvement in these career related opportunities:
  - Senior Project
  - Tech Prep
  - Internships
  - Mentorships
  - Preapprenticeship
  - Job Rotations
  - Job Placement
  - Cooperative Work
  - Practicum
  - Service Learning
  - Career & Technology Education Programs
- ☐ Practice interviewing skills with my child.
- ☐ Share budget strategies to provide for future choices.
- ☐ Ensure my child has fulfilled all graduation requirements.
- ☐ Ensure the necessary applications, forms, and letters have been prepared for all post secondary choices being considered.
- ☐ Build my child's self-confidence in his/her pursuit of life-long learning.
- ☐ Encourage my child to participate in extra curricular activities to expand his/her horizons.
- ☐ Support and participate in college/career readiness activities at my child's school.

DENVER PUBLIC SCHOOLS
School to Career Partnership

Connecting Communities, Classrooms, and Careers

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APPENDIX D

Colorado Charter Schools

Colorado Charter Schools List

1
Connect School, The
Pueblo County S.D. 70
107 E 7th
Pueblo CO 81002
Phone 719-542-0224 ***Fax*** 719-542-0225
Email johnm@lynx.csn.net
Principal Judy Mikulas ***Year Opened*** 1993 ***Student Teacher Ratio*** ***Grades*** 6-8 ***Currently Enrolled*** 70 ***CDE School Number*** 8810

Educational Program
Middle school without walls, utilizing multiple community resources for learning, such as museums, parks, libraries, computer labs, and mountain experiences.

Mission or Vision Statement

3
Pueblo School for the Arts and
Pueblo 60 S.D.
1745 Acero
Pueblo CO 81004
Phone 719-549-2737 ***Fax*** 719-549-2725
Email roybal@uscolo.edu
Principal Allen Wood ***Year Opened*** 1994 ***Student Teacher Ratio*** ***Grades*** K-12 ***Currently Enrolled*** 386 ***CDE School Number*** 7209

Educational Program
The school is operated by the University of Southern Colorado.

Mission or Vision Statement

4
EXCEL School, The
Durango 9-R S.D.
215 E 12
Durango CO 81301
Phone 970-259-0203 ***Fax*** 970-247-9581
Email excel@frontier.net
Principal Bill Brandon ***Year Opened*** 1994 ***Student Teacher Ratio*** ***Grades*** 6-9 ***Currently Enrolled*** 120 ***CDE School Number*** 2797

Educational Program
Working with Fort Lewis College, the school emphasizes high standards, individual success in academics, and learning contracts. The school also plans to serve as a professional development center for the region.(CDE)

Mission or Vision Statement

5
Community of Learners
Durango 9-R S.D.
201 E 12th St.
Durango CO 81301
Phone 970-259-0328 ***Fax*** 970-247-9581
Email kmyles@frontier.net
Principal Rob Meltzer ***Year Opened*** 1994 ***Student Teacher Ratio*** ***Grades*** K-12 ***Currently Enrolled*** 125 ***CDE School Number*** 1865

Educational Program
Self-directed learning based on individualized learning plans; service learning & outdoor education integrated into core-curriculum; interdisciplinary studies with bioregional emphasis; community involvement in curriculum development and teaching

Mission or Vision Statement
The Mission of Community of Learners is to provide a positive, mutually respectful environment in which students, parents, and teachers share a commitment to an experience of optimal, individualized learning that leads to a lifelong love of learning, as well as a high level of academic achievement

Printed:
Tuesday, August 31, 1999

Colorado Department of Education
Created by Ryan DeHerrera
Email: deherrera_r@cde.state.co.us
Phone: 303-866-6700 Fax: 303-866-6637

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Community Involved Charter School
Jefferson County R-1
6 7700 W Woodard Drive

Lakewood CO 80227
Phone 303-985-7092 ***Fax*** 303-985-7721
Email Pauline_Mcbeth@together.cudenver.edu

Educational Program
Students develop personal learning plans in advisement to plan how to meet their learning expectations and how to complete developmentally appropriate passages. They participate in interdisciplinary/multi-age/experiential intensives (one class at a time, full time, for a four-week block) that help them meet their goals. They produce journals, transcripts and portfolios to document and evaluate their accomplishments. Students complete passages to progress through developmental seasons.

Mission or Vision Statement
The mission of CICS is to provide a personalized K-12 education in a nurturing environment that will develop the whole person by addressing intellectual, creative, personal, and social development. "Community involved" means both that the school is viewed as a learning community and that open experiential learning takes students out of the classroom and into the local and broader community.

Principal Pauline McBeth ***Year Opened*** 1994 ***Student Teacher Ratio*** ***Grades*** K-12 ***Currently Enrolled*** 265 ***CDE School Number*** 1867

Community Prep School
Colorado Springs District 11
15 332 E Willanette Avenue

Colorado Springs CO 80903
Phone 719-578-6916 ***Fax*** 719-636-3407
Email jahhjoey@yahoo.com

Educational Program ***Mission or Vision Statement***
This unique charter design, with on-site management, was developed and contracted between the C.S. City Council and C.S. School District #11. The school uses a modified Paideia approach and features the use of technology.

Principal ***Year Opened*** 1995 ***Student Teacher Ratio*** ***Grades*** 9-12 ***Currently Enrolled*** 120 ***CDE School Number*** 1885

GLOBE Charter School
Colorado Springs District #11
16 117 South Wahsatch

Colorado Springs CO 80903
Phone 719-630-0577 ***Fax*** 719-630-0395
Email globe@rmi.net

Educational Program
The curriculum focuses on world culture, earth sciences and global issues. Foreign languages, service learning, and community and university involvement is included in the program.

Mission or Vision Statement
Globe Charter Enable Students to become Responsible competent, aware, innovative and active citizens of the world

Principal Jenny Wasil ***Year Opened*** 1995 ***Student Teacher Ratio*** 15 to 1 ***Grades*** K-12 ***Currently Enrolled*** 140 ***CDE School Number*** 3470

P.S. 1
Denver Public Schools
21 1062 Delaware Street

Denver CO 80204
Phone 303-575-6690 ***Fax*** 303-575-6661
Email rbrown@usa.net

Educational Program
This school uses downtown Denver as its campus and involves its students in interdisciplinary projects related to urban issues. The school features individualized learning plans, workshops in math, science, the arts and humanities, community service and

Mission or Vision Statement

Principal Rexford Brown ***Year Opened*** 1995 ***Student Teacher Ratio*** ***Grades*** K-12 ***Currently Enrolled*** 350 ***CDE School Number*** 7199

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Renaissance School
Douglas County S.D.
22 16700 Keystone Blvd.

Parker CO 80134
Phone 303-805-0023 **Fax**
Email
Principal Tamara Smiley **Year Opened** 1995 **Student Teacher Ratio** **Grades** K-6 **Currently Enrolled** 225 **CDE School Number** 7319

Educational Program

This elementary school offers a broad array of experiences to perpetuate children's natural joy in learning. Classes are personalized, multi-aged, and multi-lingual.

Mission or Vision Statement

Crestone Charter School
Moffat District 2
25 General Delivery

Crestone CO 81131
Phone 719-256-4907 **Fax** 719-256-4390
Email ccs@fone.net
Principal Karen Acker **Year Opened** 1996 **Student Teacher Ratio** **Grades** K-12 **Currently Enrolled** 45 **CDE School Number** 2018

Educational Program

Located in the mountain communities of Crestone/Baca, the school emphasizes academic excellence and integrated and experiential education within small multi-age classrooms. Tutoring, mentoring, travel, independent study, and individual learning

Mission or Vision Statement

Union Colony Charter School
Weld County S.D. #6
36 2000 Club House Drive

Greeley CO 80634
Phone 970-506-0884 **Fax**
Email rlamb@alpha.psd.k12.co.us
Principal Janet Flaugher **Year Opened** 1997 **Student Teacher Ratio** **Grades** 8-12 **Currently Enrolled** 300 **CDE School Number** 8965

Educational Program

The school was founded by a group of teachers. The student-teacher ratio will be 17:1. An interdisciplinary approach incorporating all core subject areas will be an integral component of student learning.

Mission or Vision Statement

Magnet School of the Deaf
Jefferson County R-1
39 8605 W 23rd Avenue

Lakewood CO 80215
Phone 303-202-6459/30 **Fax** 303-982-7574
Email
Principal Cliff Moers, Board **Year Opened** 1997 **Student Teacher Ratio** **Grades** ages 3-8 **Currently Enrolled** 13 **CDE School Number** 5415

Educational Program

The school is bilingual and open to the metropolitan Denver deaf children ages 3 to 8. Classes are taught with American Sign Language as the language of instruction and written English as the language of text.

Mission or Vision Statement

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Montessori Peaks Academy
Jefferson County R-1
40 9126 W Bowels Ave.

Littleton CO 80127
Phone 303-972-2627 **Fax** 303-933-4182
Email 72731.1413@compuserve.com

Educational Program
The school will serve up to 150 students between the ages of 3 and 12. Montessori-trained teachers, materials, and curriculum will be the foundation of the program.

Mission or Vision Statement
To foster a students' image curiosity and love of learning, to enable them to develop their intellectual, physical, and social potential to the fullest extent possible.

Principal Bill Eyler ***Year Opened*** 1997 ***Student Teacher Ratio*** ***Grades*** ages ***Currently Enrolled*** 150 ***CDE School Number*** 5994

Pinnacle Charter School
Adams County S.D. #12
46

550 E Thornton Pkwy, #140
Thornton CO 80229
Phone 303-450-3985 **Fax** 303-450-3987
Email sum@uswest.net

Educational Program
The school's curriculum is based upon the Core Knowledge Sequence.

Mission or Vision Statement

Principal Ruben Perez ***Year Opened*** 1997 ***Student Teacher Ratio*** ***Grades*** K-10 ***Currently Enrolled*** 520 ***CDE School Number*** 6950

Youth and Family Academy Charter
Pueblo S.D. #60
48 4035B Club Manor Drive

Pueblo CO 81008
Phone 719-549-7317 or **Fax**
Email PuebYouth@aol.com

Educational Program
The target population will be 125 "at-risk" youth who do not respond well to traditional educational services. The school will offer school-based, family centered support services through Pueblo Youth Services Bureau.

Mission or Vision Statement

Principal Patrick Tate ***Year Opened*** 1997 ***Student Teacher Ratio*** ***Grades*** 7-9 ***Currently Enrolled*** 125 ***CDE School Number*** 9785

DCS Montessori School
Douglas County S.D.
49 8218 W. Carder Ct.

Littleton CO 80125
Phone 303-471-1800 **Fax** 303-471-2059
Email susan.wilkerson@ceo.cudenver.edu

Educational Program
The School offers authentic Montessori education for children 3 years old through 8th grade.

Mission or Vision Statement
The DCS Montessori School provides authentic, accredited Montessori education to the children of Douglas County.

Principal Susan Wilkerson ***Year Opened*** 1997 ***Student Teacher Ratio*** ***Grades*** ages ***Currently Enrolled*** 150 ***CDE School Number*** 5997

Horizons K-8 Alternative School
Boulder Valley S.D.
50 4545 Sioux Drive

Boulder CO 80303
Phone 303-447-5580 **Fax**
Email kanea@bvsd.k12.co.us

Educational Program
Horizons guides students to become self-directed learners and community contributors in a respectful, non-coercive, mutually caring learning environment. The school, a member of William Glasser's Quality School Network, maintains high academic

Mission or Vision Statement

Principal Ann Kane ***Year Opened*** 1997 ***Student Teacher Ratio*** ***Grades*** K-8 ***Currently Enrolled*** 306 ***CDE School Number*** 6642

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Colorado Visionary Academy Charter
Douglas County S.D.
51 19650 E Main Street

Parker CO 80134
Phone 303-805-7313 *Fax* 303-805-7329
Email nt2153@aol.com
Principal Nila Tritt *Year Opened* 1997 *Student Teacher Ratio* *Grades* K-8 *Currently Enrolled* 57 *CDE School Number* 1789

Educational Program
The focus of the school is math, science, and technology and on the Paideia teaching philosophy.

Mission or Vision Statement

Passage Charter School
Montrose S.D. RE-1J
52 703 S. 9th Street

Montrose CO 81401
Phone 970-249-1472 *Fax* 970-249-4520
Email tippi@rmi.net or pach@frontier.net
Principal Nancy Wilson, *Year Opened* 1997 *Student Teacher Ratio* *Grades* ages *Currently Enrolled* 24 *CDE School Number* 6807

Educational Program
The charter school was developed by the Delta/Montrose Teen Pregnancy Prevention Initiative. The school will focus on those students who are pregnant or parenting and who's educational needs can best be met outside the traditional public schools.

Mission or Vision Statement

Prairie Creeks Charter School
Bennett, Byers, Strasburg, and Deer
53 615 Seventh Street

Bennett CO 80102
Phone 303-644-3234 *Fax* 303-644-4121
Email
Principal Gail Hageman *Year Opened* 1997 *Student Teacher Ratio* *Grades* *Currently Enrolled* 8 *CDE School Number* 7132

Educational Program
These four school districts jointed formed this charter school to serve high risk students in the I-70 corridor. The school has adopted the PLATO integrated Learning System. Students who complete the program will earn either a diploma or GED.

Mission or Vision Statement

Compass Montessori Charter School
Jefferson County S.D.
54 10399 W 44th Avenue

Wheat Ridge CO 80033
Phone 303-982-6560/42 *Fax*
Email rsfulton@jeffco.k12.co.us
Principal Richard Fulton *Year Opened* 1998 *Student Teacher Ratio* *Grades* ages *Currently Enrolled* 130 *CDE School Number* 1869

Educational Program
Compass Montessori School features an authentic Montessori curriculum from age 3 to grade 6. The school has three age appropriate classrooms for children age 3-6, 6-9, and 9-12, which correspond to grades preschool-kindergarten, 1-3, and 4-6. These multi-age groups cover all Montessori subjects including Practical Skills, Sensorial, Reading, Literature, Handwriting, Mathematics, Geometry, Fractions, Cultural, Science, History, Art, Physical Education, and Foreign Language

Mission or Vision Statement
Compass Montessori School will foster competent, responsible and independent citizens through an authentic Montessori curriculum

Odyssey Charter School
Denver Public Schools
55

6430 Martin Luther King Blvd.
Denver CO 80207
Phone 303-382-3643 *Fax*
Email ClaudiaRagar@compuserve.com
Principal Van Schoales *Year Opened* 1998 *Student Teacher Ratio* *Grades* 1-4 *Currently Enrolled* 48 *CDE School Number* 6479

Educational Program
The school is an Expeditionary Learning School.

Mission or Vision Statement

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Colorado High School of Greeley, The
Weld County S.D. #6
58 1020 28th Street, Suite 207

Greeley CO 80631
Phone 970-353-6132 **Fax** 970-392-2687
Email DHE6536351@aol.com
Principal Don Heiman **Year Opened** 1998 **Student Teacher Ratio** **Grades** 9-12 **Currently Enrolled** 95 **CDE School Number** 1780

Educational Program

Student's. parents, and staff develop a self directed learning plan for each student based on the school district's graduation requirements.

Mission or Vision Statement

Boulder Prepatory
Boulder Valley S.D.
61 1777 6th Street

Boulder CO 80302
Phone 303-441-4733 **Fax** 303-441-1695
Email
Principal Greg Brown **Year Opened** 1997 **Student Teacher Ratio** **Grades** 9-12 **Currently Enrolled** 34 **CDE School Number** 0934

Educational Program

The school provides year round education and is specifically designed for at risk youth who are disconnected from the traditional school system because of juvenile delinquency, drugs, and alcohol, alienation or other factors. The Schools program provides instruction through a college prep block system and allows a high school student to complete high school requirements within two to three years.

Mission or Vision Statement

APPENDIX E

One-Stop Career Centers

What is a...

Colorado Workforce Center?

Welcome to the new "Colorado Workforce Center." The Center provides easy access to a wide array of employment and training services. Following the trend initiated by the U.S. Department of Labor, Colorado has consolidated the many components of Job Service and Employment and Training services to maximize its ability to serve you and other job seekers, as well as area employers. At the Center you will find trained staff to help you with your job search. This user's guide will assist you in becoming familiar with the Center.

What Are Some of the Key Features of the Center?

- ✔ **Universality:** Everyone, including individuals with disabilities, must have access to the new system.
- ✔ **Customer Choice:** You have a choice of services.
- ✔ **Service Integration:** You will be able to access many services through the Center.
- ✔ **Performance Outcomes:** Centers will be held accountable based on your (or the customer's) feedback.

Who is the Center For?

Job seekers and employers

Who Are the Staff?

At the Center you will find well-trained staff who can help you with your job search. Here are the different kinds of staff members you will find at the Center:

Receptionist: Each Center will have a well-trained receptionist who will greet you when you come into the Center. The receptionist will provide assistance with registering for services and will either provide Center orientation or will introduce you to a co-worker who will do so.

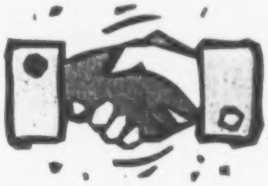
Job Counselors: Job or career counselors will share information with you about the services available at the Center. In addition, they will assist you in deciding whether to pursue interest or vocational assessments, further education, or jobs you have previously considered.

Resource Librarian: This person will provide you with an orientation to the library and show you how to use the books, newspapers, and computer programs (including the Internet) to help you with your job search.

Account Representatives: Account representatives are staff members who work closely with employers in the region.

What Does the Center Offer Me?

Prompt Registration: You will be registered within twenty-four hours of your first contact with the Center. You may register in person, over the telephone, or by using the Internet.



Orientation: You will be shown a video and given an information packet or a tour to introduce you to the Center.

Education and Training Program Information: Information will be available concerning: Internet job search access and/or job search workshops; financial assistance programs; apprenticeships and internships; School-to-Career partnerships; and, registration for community college classes.

Multi-Media Resource Library: You may use a multi-media resource library at the Center which will give you access to America's Job Bank, Colorado's Job Bank, the World Wide Web, State of Colorado job openings, and the Workforce Coordinating Council's home page. (For further information about the resource library see the section titled "Resource Library" below.)

Labor Market Information: You will be given information at the Center such as jobs in demand, occupational placement rates, wage levels, skill requirements, job eligibility determination, and much more.

Skill Assessment: You will have the opportunity to share your career interests and abilities with a Center staff person. Usually this will occur in the form of a fifteen to thirty-minute interview to help you develop a plan to reach your employment goals.

Job Referral and Job Placement: After you become familiar with the Center and the staff gets to know you better, the staff will help you to find jobs you may want to apply for or refer you for a job interview. In addition, the staff may suggest training classes to help you gain the skills necessary for you to get the job you want.

Self-Help Resume Preparation Resources: You will find helpful staff and computer programs to help you write your resume and do your job search. Examples of resources available to you include the Internet, JobLink, America's Talent Bank, resources located in the library, and more.

Veterans' Benefits and Services Information: Veterans will receive priority employment and training services from the Center.

Referral to Additional Services: Specialized services can be accessed at the Centers. The kinds of specialized community services you can pursue include vocational rehabilitation, Welfare-to-Work programs, employment programs for individuals with disabilities, senior citizens' employment programs, adult literacy, youth programs and more.

Job Training Partnership Act: You will be considered for eligibility in the Job Training Partnership Act employment and training program.

Services for Unemployment Insurance Claimants: People who have lost jobs can use the Center to apply for Unemployment Insurance programs and to begin looking for another job.

What Resources Will I Find at the Center?

Each Center will feature a Resource Library with a wide variety of print and computer resources for you to use. Listed below are types of information available in the Resource Library:

Print Resources:

Occupational/Labor Market Information
Bulletin Board with Job Postings (including federal & state postings)
Books about Job Search, Resume Preparation, etc.
Information about Workshops & College Courses
Transportation Information/Bus Schedules
Information about Apprenticeships & Internships
Unemployment Insurance Information & Applications

Newspapers
Lists of Service Organizations
Information about Labor Laws
Information about Financial Aid
Phone Books
Adult Education Information

Electronic or Computer Resources:

Voice Mailboxes for Job Seekers
Photocopiers
Computers with Internet Access
Adaptive Equipment for Individuals with Disabilities
Printers
Self-Help Software
(Teach yourself software applications, Typing, 10-Key, etc.)

Fax Machines
Telephones
Resume Writing Software
Self-Assessment Software
Sound-proof Room with TV/VCR
(View Information Videos, Practice Interviewing, etc.)

Remember that each Resource Library will vary slightly. However, the Resource Library will be host to a wealth of information and tools to assist in conducting a job search.

Is There a Cost?

Most of the services available at the Center are free of charge. However, there are some service charges. Ask the staff at the Center for more information about services you may have to pay for.

This Guide was prepared for the Colorado Workforce Coordinating Council by JFK Partners / UCHSC with grant funds from the Colorado Developmental Disabilities Planning Council. Additional support was received from the Administration on Developmental Disabilities, Grant #90dd041401 and the Maternal and Child Health Bureau Grant #MCJ08941301

For more information, contact: **Judy Emery / Dave Thomas – Universal Access • (303) 864 5266 V/TTY**

This information is available in alternative formats upon request.

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RETURN ADDRESS:

Who Do I Contact?

Serving Boulder County:
Workforce Boulder County
1500 Kansas Ave., Suite 4D
Longmont, Colorado 80501
Phone: (303) 651-1510 • Fax: (303) 651-0288

Serving Arapahoe & Douglas Counties:
Arapahoe / Douglas Works!
11059 East Bethany Dr., Suite 201
Aurora, Colorado 80014-2617
Phone: (303) 752-5820 • Fax: (303) 752-5850

Serving Larimer County:
Larimer County Employment & Training Services
3842 South Mason Street
Ft. Collins, Colorado 80525
Phone: (970) 223-2470 • Fax: (970) 223-7456

Serving Weld County:
Employment Services of Weld County
1517 North 17th Avenue
Greeley, CO 80632
Phone: (970) 353-3800 • Fax: (970) 356-3975

Serving Jefferson, Gilpin & Clear Creek Counties:
Tri-County Workforce Center
730 Simms St., Suite 300
Golden, Colorado 80401
Phone: (303) 271-4700 • Fax: (303) 271-4708

Serving Pueblo County:
Pueblo WorkLink
900 West Orman Avenue
Pueblo, Colorado 81004
Phone: (719) 549-3357 • Fax: (719) 549-3139

Serving Mesa County:
Mesa County Workforce Center
2897 North Ave
Grand Junction, Colorado 81501
Phone: (970) 248-0871 • Fax: (970) 257-2219

Serving Denver County:
Denver One-Stop Career Center
Mayor's Office of Employment & Training
1391 North Speer Boulevard, Suite #500
Denver, Colorado 80204
Phone: (303) 376-6700 • Fax: (303) 376-6721

Serving Moffat, Routt, Jackson, Grand & Rio Blanco Counties:
Frisco Job Service Center
P. O. Box 679 (mailing)
602 Galena (street)
Frisco, Colorado 80443
Phone: (970) 668-5360 • Fax: (970) 668-3216

Serving Garfield, Eagle, Pitkin, Summit & Lake Counties:
Rural Resort
P. O. Box 679 (mailing)
602 Galena (street)
Frisco, Colorado 80443
Phone: (970) 668-5360 • Fax: (970) 668-3216

Serving Delores, San Juan, La Plata, Montezuma & Archuleta Counties:
Colorado Dept. of Labor & Employment
1515 Arapahoe, Tower 2, Suite 400
Denver, Colorado 80202
Phone: (303) 620-4204 • Fax: (303) 620-4257

Serving Saguache, Mineral, Rio Grande, Alamosa, Conejos, Costilla, Huerfano & Las Animas Counties:
Colorado Dept. of Labor & Employment
1515 Arapahoe, Tower 2, Suite 400
Denver, Colorado 80202
Phone: (303) 620-4204
Fax: (303) 620-4257

Serving Park, Chaffee, Fremont & Custer Counties:
Colorado Workforce Center
141 East 3rd Street
Salida, Colorado 81201
Phone: (719) 539-6523 • Fax: (719) 539-1173

Serving El Paso & Teller Counties:
Pikes Peak Workforce Center
2555 Airport Road
Colorado Springs, Colorado 80910
Phone: (719) 473-6220 • Fax: (719) 633-4227

Serving Crowley, Otero, Kiowa, Bent, Prowers & Baca Counties:
Colorado Dept. of Labor & Employment
1515 Arapahoe, Tower 2, Suite 400
Denver, Colorado 80202
Phone: (303) 620-4204 • Fax: (303) 620-4257

Serving Elbert, Lincoln, Kit Carson, Cheyenne, Yuma, Washington, Morgan, Logan, Sedgwick & Phillips Counties:
Eastern Colorado Workforce Centers
411 Main St.
Fort Morgan, Colorado 80701
Phone: (970) 867-9401 • Fax: (970) 867-0226

Serving Adams County:
Adams County One-Stop Career Center
7190 Colorado Boulevard, 5th Floor
Commerce City, Colorado 80022
Phone: (303) 227-2000 • Fax: (303) 227-2045

Serving Montrose, Delta, Gunnison, Ouray, San Miguel & Hinsdale Counties:
Western Colorado Workforce Center
11 S. Park Ave., Suite A
Montrose, Colorado 81401
Phone: (970) 252-0678 • Fax: (970) 252-1049

APPENDIX F

Electronic Resources

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Electronic Resources

Using this list of electronic resources

Existing on-line libraries, mailing lists, World Wide Web pages, and e-mail addresses offer a rich array of resources for anyone using the Internet. No printed list can accurately describe what's out there. Sites become more sophisticated, change addresses, go "under construction," and appear or disappear daily. To cope with this, a periodically updated set of these links is kept at our Web site at **http://glef.org**.

Search Engines have been indispensable tools for putting this list together. If you are looking for information on a specific topic or group, a good search engine is often the best place to begin. As useful as search engines are, though,they are not perfect. No indexing system is complete or subtle enough to uncover all existing references and possibilities.

This list of educational resource sites and links to significant organizations and programs is intended to supplement the information in the body of this book. Because the Web is itself a collection of interconnected links, we offer several **Starting Points**—strong sites that also have rich and varied links. These provide a good sampling of the educational resources available on the Internet.

The rest of the links are divided into the following six sections. The first is **Labs & Centers,** which are in the business of researching and disseminating information about educational innovations and reforms. Links of special interest to teachers and administrators are listed as **Links for Educators.** The category of **Museums, Libraries & Clearinghouses** includes resources that provide documents, lessons, and other useful information on-line. **Organizations, Schools & Programs** is a collection of links to programs not included in the body of this book that are worth exploring. The rapidly growing world of educational projects that use the Internet to bring students, teachers, and ideas together is represented by **Student Projects.** Finally, networks and advocacy organizations promoting the integration of technology in education can be found under **Technology-Related Links.**

Search Engines

Alta Vista is one of the fastest and most comprehensive search engines currently available. It hunts through hundreds of thousands of servers,mailing lists, and newsgroups,usually reporting back in seconds. **URL: http://www.altavista.digital.com**

Excite offers a fast and comprehensive search engine as well as a variety of specialized subject areas, Web site reviews,and news feeds. Some subject areas contain weekly columns that are hotlinked to other relevant Web sites.
URL: http://www.excite.com

HotBot is capable of indexing and searching every word on the World Wide Web. As a result,users can conduct more complex searches. **URL: http://www.hotbot.com**

Lycos indexes millions of sites. Not quite as comprehensive or fast as some, but turns up resources sometimes not available through other searchers. Also maintains an extensive list of education home pages with brief descriptions, evaluations, and links to related sites. **URL: http://www.lycos.com**

Magellan is best for broad subject-specific searches. Magellan is updated weekly and rates content based on quality and its fitness for children. **URL: http://www.mckinley.com**

WebCrawler is an easy to use search engine that maintains a detailed list of education-related links.
URL: http://www.webcrawler.com

Yahoo! offers subject and phrase-specific searches and screens the sites it lists for quality. Maintains a list of K-12 education sites,making it a good starting place for a survey of available resources. **URL: http://www.yahoo.com**

Yahooligans! is the children's version of Yahoo! Designed to be easy for kids ages 8 to 14 to use and understand. All sites are screened for appropriateness.
URL: http://www.yahooligans.com

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Starting Points

AskERIC is part of the Educational Resources Information Center (ERIC),an information service sponsored by the federal government that searches for and makes available education articles,lesson plans,and books.ERIC covers a broad range of education-related issues through 16 subject-specific clearinghouses. **URL:http://ericir.syr.edu**

Council for Educational Development and Research (CEDaR) explores practical solutions to today's educational problems. CEDaR promotes the use of technology in education and has links to the federally funded regional educational labs. **URL: http://www.cedar.org • E-mail: dgstoner@cedar.org**

EdWeb, Exploring Technology and School Reform is a practical guide to Internet-related issues as well as to educational resources on the Web. Sponsored by the Corporation for Public Broadcasting.
**URL: http://k12.cnidr.org:90/resource.cntnts.html •
E-mail: acarvin@k12.cnidr.org**

Eisenhower National Clearinghouse is a centralized collection of multimedia lessons, electronic resources,and links to publications and useful sites for math and science educators. Includes a sophisticated search engine.
URL: http://info@enc.org • E-mail: web@enc.org

Library of Congress maintains an on-line catalog, keeps information on local and state governments,makes available collections of historical documents, and has links to Internet resources. **URL: http://www.loc.gov • E-mail: lcweb@loc.gov**

NASA K-12 Internet Initiative supports educators and students with links to current NASA research,scientists,and suggestions on how to use NASA curriculum and World Wide Web resources effectively. **URL: http://quest.arc.nasa.gov •
E-mail: M_Leon@qmgate.arc.nasa.gov**

North Central Regional Educational Laboratory (NCREL) is a federally sponsored lab that researches topics such as technology use in education and serves a region encompassing Illinois, Indiana, Iowa, Michigan, Minnesota,Ohio, and Wisconsin. Its World Wide Web site includes the Pathways to School Improvement page,a collection of resources on school governance,school-to-career programs, and curriculum reform.
URL: http://www.ncrel.org • E-mail: info@ncrel.org

Researcher's Guide to the U.S. Department of Education has links to most major sites on the Web of interest to anyone doing research on schools and learning. Includes links to all federally funded regional educational labs and many of the centers.
URL: http://www.ed.gov/pubs/ResearchersGuide/

School Reform Networks at a Glance provides a guide to dozens of school reform organizations. Includes detailed profiles and contact information. **URL: http://www.care.panam.edu/CENTER/SRN/SRNINTRODUCTION**

Web 66 uses the metaphor of the famed Route 66 to link schools to lesson plans, student work, collaborative projects, and a list of schools on the Web. Sponsored by the University of Minnesota. **URL: http://web66.coled.umn.edu •
E-mail: WebMaster@web66.coled.umn.edu**

Labs & Centers

Appalachia Educational Laboratory, Inc. (AEL) is one of the 10 federally sponsored regional research labs. It supports education initiatives in Kentucky, Tennessee, Virginia, and West Virginia. **URL:http://www.ael.org/ael.htm •
E-mail: aelinfo@ael.org**

Center for Networked Information Discovery and Retrieval (CNIDR) promotes and supports networked software applications such as the World Wide Web. CNIDR disseminates information about these applications and helps to build consensus among developers and users to ensure compatibility. **URL: http://www.cnidr.org •
E-mail: nrm@cnidr.org**

Center for Research on the Education of Students Placed at Risk (CRESPAR) is a federally funded center that focuses on early intervention for disadvantaged students to ensure success through improved partnerships between schools,families, and communities.
**URL: http://www.ed.gov/offices/OERI/At-Risk/[illegible].html •
E-mail: [illegible]@jhu.edu**

Mid-Atlantic Laboratory for Student Success (LSS) is based at Temple University and supports the revitalization and reform of education in Delaware, Maryland, New Jersey, Pennsylvania,and the District of Columbia. Funded by the federal government.
**URL: http://www.temple.edu/departments/LSS/ •
E-mail: lss@vm.temple.edu**

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Mid-continent Regional Educational Laboratory (McREL) explores the development of K-12 curriculum as part of its mission as one of the federal research labs. It provides direct services to schools and districts in Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.
URL: http://www.mcrel.org • E-mail: info@mcrel.org

National Center for Education Statistics (NCES) is a federal organization with a Congressional mandate to collect information and report on the condition of education. This site includes data from their reports Digest of Education Statistics and the Condition of American Education.
URL: http://www.ed.gov/NCES •
E-mail: NCESwebmaster@ed.gov

National Center on Adult Literacy (NCAL) seeks to improve adult literacy by publishing reports, sponsoring conferences, and promoting the use of technology. Co-sponsored by the U.S. Departments of Labor and Health and Human Services. **URL: http://litserver.literacy.upenn.edu •**
E-mail: ncal@literacy.upenn.edu

National Center on Education in the Inner Cities (CEIC) conducts research on families, schools, and communities with the goal of helping to improve education for youth in urban areas. Funded by the federal government.
URL: http://www.ed.gov/offices/OERI/At-Risk/temple1.html

National Center on Educational Outcomes (NCEO) looks at the achievement of students and schools. The center does research, works with government agencies, and participates in efforts to set national educational standards.
URL: http://www.coled.umn.edu/NCEO •
E-mail: yssele01@maroon.tc.umn.edu

National Center on the Educational Quality of the Workforce is a federally sponsored research center that looks at ways to strengthen the relationship between education and career preparation.
URL: http://www.stw.ed.gov/RFI/nceqw.htm •
E-mail: eqw-requests@irhe.upenn.edu

National Center to Improve Practice in Special Education Through Technology, Media and Materials (NCIP) focuses on the use of assistive technologies to enhance learning for students with disabilities. Targeting educators, technology specialists, school administrators, and others, activities include: NCIPnet, a series of on-line forums; the NCIP Library; and a collection of video profiles illustrating the benefits of assistive technologies.
URL: http://www.edc.org/FSC/NCIP/ • E-mail: NCIP@edc.org

National Clearinghouse for Bilingual Education (NCBE) collects and distributes information on how to effectively educate individuals with a wide range of linguistic and cultural backgrounds. Their Web site includes an archive of success stories from the field. **URL: http://www.ncbe.gwu.edu •**
E-mail: bsilcox@ncbe.gwu.edu

National Research Center on the Gifted and Talented focuses on providing information about educational programs for students with special talents. The center also seeks ways to identify gifted students not commonly detected by standard tests and programs.
URL: http://www.ed.gov/offices/OERI/At-Risk/javitctr.html

Northeast and Islands Regional Educational Laboratory is a federal regional lab serving Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, Vermont, Puerto Rico, and the Virgin Islands. The lab supports collaborative, systemic reform efforts and hosts the Policy and Information Center, which identifies legislation, guidelines, and strategies that promote lasting school change.
URL: http://www.lab.brown.edu • E-mail: LAB@brown.edu

Northwest Regional Educational Laboratory (NWREL) investigates and reports on topics such as school improvement. NWREL is federally funded and provides technical support to selected educational programs in Alaska, Idaho, Montana, and Washington.
URL: http://www.nwrel.org • E-mail: info@nwrel.org

Pacific Region Educational Laboratory (PREL) is federally sponsored and studies topics such as math and science education in its region, which includes Hawaii, the Commonwealth of Northern Mariana Islands, American Samoa, Guam, the Republic of Palau, the Republic of the Marshall Islands, and the Federated States of Micronesia. **URL: http://prel.hawaii.edu •**
E-mail: webmaster@prel.hawaii.edu

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Southeastern Regional Vision for Education (SERVE), funded by the federal government, examines topics such as early childhood education and serves the states of Alabama,Florida, Georgia, Mississippi, North Carolina, and South Carolina.
URL: http://www.serve.org • E-mail: webmaster@serve.org

Southwest Educational Development Laboratory (SEDL) researches topics such as K-12 science and math and is federally funded. Works towards increased family and community involvement in education. Provides direct assistance to schools and districts in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. **URL: http://www.sedl.org:80/sedl/brief.html •
E-mail: pkronkos@sedl.org**

WestEd is a federal regional lab serving Arizona, California, Nevada,and Utah that focuses on curriculum,assessment, and accountability. **URL: http://www.Wested.org**

Links for Educators

AgentSheets Remote Explorium stocks a series of interactive science,math, and art applications that can be downloaded for use in the classroom. **URL: http://www.cs.colorado.edu/~l3d/systems/remote-explorium/ •
E-mail: corrina@cs.colorado.edu**

American Association of School Administrators is a professional organization for educational leaders that publishes reports, holds conferences, and advocates for the public schools.
URL: http://www.aasa.org • E-mail: webmaster@aasa.org

American Journal of Education publishes a mix of peer reviewed research and reviews of literature on learning and teaching. **URL: http://www.journals.uchicago.edu/AJE/home.html**

Argonne National Laboratory, Division of Educational Programs (ANL-DEP) provides resources for classroom teachers that help promote educational change at all levels. Includes an on-line conference that allows students to ask working scientists about the mysteries of the universe.
**URL: http://www.newton.dep.anl.gov •
E-mail: enc-support@kiwi.dep.anl.gov**

Armadillo's K-12 WWW Resources offers a vast array of subject-specific resources for educators as well as links to on-line museums, virtual field trips,and Web sites just for kids.
**URL: http://chico.rice.edu/armadillo/Rice/K12resources.html •
E-mail: skumari@rice.edu** or **dperkins@tenet.edu**

ARTSEDGE connects working artists,art educators,and other art professionals. Sponsored by the Kennedy Center for the Performing Arts,this site includes archives of art-related information,search tools,and K-12 curriculum materials.
**URL: http://artsedge.kennedy-center.org •
E-mail: editor@artsedge.Kennedy-center.org**

ArtsEdNet is sponsored by The Getty Education Institute for the Arts and offers numerous links to the latest information about arts education, professional development opportunities, and many other useful resources. **URL: http://www.artsednet.getty.edu •
E-mail: artsednet@getty.edu**

Assessment Training Institute provides educators, policy makers,and others with practical information about integrating assessment with teaching and learning. They offer workshops, conferences, and training materials at the local, regional,and national levels.
E-mail: 73704.2432@compuserve.com

Association for Supervision and Curriculum Development, Network on Authentic Assessment links educators and organizations to promote discussions of improved assessment practices. The network also publishes a newsletter, conducts workshops,and provides consulting services to educators.
E-mail: alvestad@mail.ameritel.net

Bread Loaf Rural Teachers Network connects teachers of writing and literature through an electronic mailing list and local meetings. **URL: http://www.breadloaf.middlebury.edu •
E-mail: info@breadnet.middlebury.edu**

California Subject Matter Projects is a network of 65,000 teachers organized into subject-specific groups who share a dedication to improving the teaching of academic disciplines.
**URL: http://www.ucop.edu/acadady/ace/csmp/csmp.html •
E-mail: robert.polkinghorn@ucop.edu**

Center for Innovation in Instruction assists schools in North Dakota with the integration of technology in teaching and learning. Offers professional development programs for educators. Web site provides links to upcoming technology-related events. **URL: http://www.cii.k12.nd.us •
E-mail: rross@sendit.nodak**

Center for Research on Educational Accountability and Teacher Evaluation (CREATE) looks at ways to improve the evaluation of teachers, administrators,and schools.CREATE sponsors a National Joint Committee that helps set standards for evaluation in education. **URL: http://www.wmich.edu/evalctr • E-mail: arlen.gullickson@wmich.edu**

Center for the Future of Teaching & Learning brings together California educators to develop collaborative projects to strengthen teaching practices. The Center supports initiatives that respond to needs and challenges identified by teachers, researchers,and the public.
URL: http://www.ksagroup.com/thecenter •
E-mail: harveyhunt@aol.com

Center for Media Literacy promotes the development of media literacy—the understanding of how media such as movies, television,and advertising convey messages and affect the lives of children and adults. Provides links to an array of resources for media literacy education.
URL: http://websites.earthlink.net/~cml/ •
E-mail: cml@earthlink.net

Children's Literature Web Guide lists hundreds of children's books,furnishes information on publishers, and supplies resources for writers and teachers.
URL: http://www.ucalgary.ca/~dkbrown/ •
E-mail: dkbrown@acs.ucalgary.ca

Cisco Education Archives (CEARCH) links educators to lesson plans, projects, and colleagues to create a "virtual schoolhouse." Includes a search engine.
URL:http://sunsite.unc.edu/cisco/edu-arch.html •
E-mail: cearch@sunsite.unc.edu

Classline is an initiative of USA TODAY that integrates topical news and events with existing lesson plans in 6th- through 12th-grade classrooms. Newpapers are delivered to the classroom up to five days a week along with the teaching guide, Classline TODAY, to help educators effectively structure work around current issues. **URL: http://classline.usatoday.com**

Collaboratives for Humanities and Arts Teaching (CHART) has worked since 1985 to improve instruction in these subjects at all grade levels. **E-mail: dennis@info.csd.org**

Curricular Resources and Networking Projects is a service of the U.S. Department of Education with links to innovative networked projects for teachers and students at all levels.
URL: http://inet.ed.gov/EdRes/EdCurric.html

Curriculum Web is a collection of K-12 lesson plans, activities,and other resources including connections to on-line projects,K-12 schools, colleges and universities, and federal and state government departments.
URL: http://www.curriculumweb.com/curriculumweb/ •
E-mail: dblanch@cyberramp.net or
rbourdage@bizdesign.com

Daily Report Card offers an on-line summary of news in K-12 education. Includes information about the implementation of the national educational goals.
URL:http://www.utopia.com/mailings/reportcard/index.html

Developing Educational Standards provides hundreds of well-catalogued links to educational standards, resources, and tips on Internet use.
URL: http://putwest.boces.org/standards

Educators for Social Responsibility helps kids learn to settle disputes and work towards non-violent solutions to personal and global issues. Includes links to conflict resolution resources. **URL: http://www.benjerry.com/esr/about-esr.html**

Electronic Archives for Teaching American Literature is a resource of on-line texts,discussions, and bibliographies for teachers. **URL: http://www.georgetown.edu/tamlit/ tamlit-home.html • E-mail: tamlit@guvax.georgetown.edu**

GLOBE Program is a collaborative classroom project comprised of kindergarten through 12th-grade students, teachers, and scientists worldwide studying the environment. Site provides program information through its on-line tour. Also serves as the forum where participants post findings and observations related to the activities.
URL: http://www.globe.gov • E-mail: info@globe.gov

History of the United States is a comprehensive set of resources for teachers and students,categorized by topics such as immigration and industrialization.
URL: http://www.msstate.edu/Archives/History/USA/usa.html •
E-mail: djm1@ra.msstate.edu

Incredible Art Department is dedicated solely to art and art curriculum. Profiles K-12 art classes at various schools, offers lesson ideas,and provides links to K-12 and college-level art departments as well as to other art sites.,
URL: http://www.in.net/~kenroar/ • E-mail: kenroar@in.net

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K-12 Resources for Music Educators includes hundreds of links to resources for teachers and students. Assembled and maintained by a Minnesota classroom teacher.
URL: http://www.isd77.k12.mn.us/resources/staffpages/shirk/k12.music.html •
E-mail: cshirk1@dakota.isd77.k12.mn.us

Kathy Schrock's Guide for Educators offers an extensive list of Internet sites,from curriculum resources to grant information to professional development links.
URL: http://www.capecod.net/Wixon/wixon.htm •
E-mail: kschrock@capecod.net

LabNet is a forum for kindergarten through 12th-grade science and math teachers to collaborate on curriculum.On-line discussion groups provide access to working scientists and experienced educators for students who research questions they generate. **URL: http://labnet.terc.edu/labnet/**

Leonard Berstein Center for Education Through the Arts promotes an arts-based multidisciplinary curriculum that encourages hands-on learning. Member schools are connected through the National School Network,and teachers participate in professional development workshops.
URL: http://www.bernstein.org •
E-mail: Kathy_Earnst@bernstein.org

Louisiana Collaborative for Excellence in the Preparation of Teachers (LaCEPT) is a statewide reform effort to improve the preservice education of math and science teachers in kindergarten through higher education. Their site provides information about programs and a calendar of upcoming events.
URL: http://webserv.regents.state.la.us/laceptho.htm

Mayerson Academy for Human Resource Development offers professional development opportunities for educators and supports the use of technology in the Cincinnati Public Schools. **URL: http://www.mayacad.org •**
E-mail: Dean.William@Mayacad.org

Mega Math uses interactive on-line exhibits to bring important mathematical ideas such as mapping, knots,and graphing to elementary-level students.Sponsored by the Los Alamos National Laboratory. **URL: http://www.c3.lanl.gov/mega-math/**

MiddleWeb focuses on the reform of middle grades through on-line publications,links to other sites,and connections with educators. **URL: http://www.middleweb.com •**
E-mail: MiddleWeb@middleweb.com

My Virtual Reference Desk provides links to newspapers, international news feeds, the weather, a virtual encyclopedia, and a variety of other humorous and interesting sites.
URL: http://www.refdesk.com/main.html •
E-mail: rbdrudge@www.refdesk.com

NASA Weather, Maps, Environment presents current satellite weather maps of the world that students and teachers can access to enhance the study of meteorology and related topics.
URL:http://metro.turnpike.net/adern/nasa.html

National Assembly of Local Arts Agencies (NALAA) is a professional organization for administrators of arts agencies. Connects members, profiles innovative arts programs,and works to strengthen funding for and public awareness of the arts. **URL:http://artsnet.heinz.cmu.edu/artsed/cs.nalaa.html**

National Association of Elementary School Principals (NAESP) is the largest group of school administrators in the nation. NAESP connects administrators nationwide through its conferences and publications.
URL: http://naesp.org/naesp.htm • E-mail: naesp@naesp.org

National Association of State Boards of Education works to strengthen state leadership and build support for public education. **URL: http://www.nasbe.org •**
E-mail: boards@nasbe.org

National Council for Geographic Education links geography educators together to share materials,ideas,and resources. The Council publishes a journal, holds an annual conference,and sponsors a variety of student and teacher awards programs.
URL: http://multimedia2.freac.fsu.edu/ncge/index-ns.html •
E-mail: dmay@freac.fsu.edu

National Council for the Social Studies (NCSS) promotes the improvement of social studies education by building a network of teachers, researchers, curriculum designers,and college professors who share information and other resources. NCSS holds conferences and also publishes a newsletter.
URL: http://www.ncss.org • E-mail: publications@ncss.org

National Council of Teachers of English (NCTE) is an organization of teachers of literature and composition. Holds conferences,publishes a newsletter, and works to improve the teaching of English. **URL: http://www.ncte.org**

National Council of Teachers of Mathematics (NCTM) is the largest organization of mathematics educators in the United States. Develops standards and supports the improvement of mathematics education through networking, publications, and conferences. **URL: http://www.nctm.org/index.htm • E-mail: nctm@nctm.org**

National Geographic Online offers a variety of fun and educational features for both adults and children, including artricles from current issues of National Geographic magazine and an on-line edition of World, a magazine specifically for children.Links to the Geography Education Program, which includes a national network of geography teachers and university professors as well as resources such as lesson plans and links to professional organizations.
URL: http://nationalgeographic.com

National Public Radio (NPR) Science Friday provides lessons,discussions, and background articles that supplement the content of this weekly radio show.
URL:http://www.npr.org/sfkids/index.html •
E-mail: www@pbs.org

National School Boards Association brings together thousands of individuals active with local school boards across the nation to share information about policy development and education reform. **URL: http://www. nsba.org**

National Science Teachers Association (NSTA) is the largest science education organization in America. It holds conferences,publishes a journal, and sponsors student projects.
URL: http://www.nsta.org • E-mail: alex.mondale@nsta.org

NetTeach News Online offers a variety of resources to help navigate the Internet and understand how to use it as a teaching tool. Highlights include the NetTeach News newsletter and the NetTeach Cyberlounge, providing links to teacher training and professional development information as well as professional education associations.
URL: http://www.chaos.com/netteach •
E-mail: netteach@chaos.com

NickNacks provides comprehensive information on collaborative on-line projects.Gives educators lesson plans, examples of successful projects, and links to additional resources.
URL: http://www1.minn.net:80/~schubert/NickNacks.html •
E-mail: schubert@minn.net

North American Association of Environmental Education (NAAEE) provides membership information,a directory of publications,and links to other resources for this national group of environmental educators.
URL:http://www.edu.uleth.ca/ciccte/naceer.pgs/naaee.htm •
E-mail: woodtj02@hg.uleth.ca

North Dakota ICICLE Project, also known as the **Internet Comprehensive Instructional and Curricular Library for Educators** provides links to K-12 curricular materials. Sites are divided by academic subject matter and also connect to Gopher, Telnet, and UseNet groups.
URL: http://calvin.cc.ndsu.nodak.edu/wayne/icicle.html •
E-mail: syvinski@sendit.sendit.nodak.edu

Office of Educational Research and Information (OERI) collects and distributes statistical information on the status and progress of American education. OERI also conducts research and funds demonstration projects to improve education. Includes links to federally sponsored educational research centers and labs. **URL: http://www.ed.gov/offices/OERI/**

Public Broadcasting Service (PBS) On-line offers teaching resources, extensive background information,and discussion related to its educational television programming.
URL: http://www.pbs.org • E-mail: www@pbs.org

Schoolhouse provides a comprehensive collection of lesson plans,papers, projects,links,and information on various education-related topics, such as integrating technology in the classroom and grant resources.
URL:http://ericir.syr.edu/schoolhouse/ •
E-mail: deash@aol.com

Sites for Educators is a subject-by-subject set of hundreds of resource links put together by an Oregon classroom teacher. **URL:http://www.mtjeff.com/~bodenst/page5.html •**
E-mail: bodenst@mtjeff.com

Skill Standards and Certification is sponsored jointly by the Departments of Labor and Education and has links to information about legislation,standards,and activities related to career preparation.
URL: http://www.ttrc.doleta.gov/skillstd.html •
E-mail: ttrc@ttrc.doleta.gov

Spacelink provides status reports on NASA projects, information on outer space,and lesson plans.
URL: http://spacelink.msfc.nasa.gov •
E-mail: comments@spacelink.msfc.nasa.gov

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Teacher's Edition On-line (TeachNet) includes lesson plans, classroom-management suggestions, and links to sites useful for teachers. The site also serves as the headquarters for an on-line newsletter. **URL: http://www.teachnet.com • E-mail: staff@teachnet.com**

Teacher Talk Home Page is the on-line version of Teacher Talk, which provides a forum for teachers to share ideas, discuss their roles, and stay informed.
URL: http://education.indiana.edu/cas/tt/tthmpg.html • E-mail: ttalk@indiana.edu

Teacher's Guide to the U.S. Department of Education is a centralized collection of information by and about the Department that relates to teachers and teaching. Includes guides to resources and services.
URL: http://www.ed.gov/pubs/TeachersGuide/

Theory of Multiple Intelligences provides links to resources that explore the educational implications of Howard Gardner's theory that human intelligence takes many forms.
URL: http://k12.cnidr.org:90/edref.mi.intro.html • E-mail: acarvin@k12.cnidr.org

Transforming Schools Consortium (TSC) is a group of schools, districts,and individuals that encourages educators to incorporate technology into the classroom and share resources and ideas to improve schools and teaching.
URL: http://www.anoka.k12.mn.us/Transform/Transform.html • E-mail: tsc@Mr.Net

21st Century Teachers is sponsored by several leading national education organizations to support educators who are using the latest technologies in innovative ways with their students and peers. Their Web site provides links to projects, networks,and other information. **URL: http://www.21ct.org • E-mail: 21st@21ct.org**

Virtual Cave recreates a visit to the inside of an "ideal cave" compiled from images of subterranean chambers around the world. Allows students to investigate minerals found in caves, and has links to other resources as well as digital pictures. Assembled by an earth scientist.
URL: http://www.vol.it/MIRROR2/EN/CAVE/virtcave.html • E-mail: djuna@earthsci.ucsc.edu

Windows to the Universe is a guide about earth and space sciences. Includes documents, movies,and data to illuminate the links between the study of the heavens and human history.
URL: http://www.windows.umich.edu

Museums, Libraries & Clearinghouses

American Library Association (ALA) is the oldest and largest library association in the world.ALA promotes the idea that information should be free and readily available and encourages public participation through programs and conferences.
URL: http://www.ala.org • E-mail: rcarlson@ala.org

Argus Clearinghouse identifies and evaluates resources on the Internet focusing on subjects such as education,science, and the humanities. **URL: http://www.clearinghouse.net**

City Links uses the San Francisco Public Library as a central point for contacting city services, tutoring programs, city officials,and schools. **URL: http://sfpl.lib.ca.us • E-mail: mikeh@sfpl.lib.ca.us**

Distance Education Clearinghouse provides information on the use of technologies like satellite communications and video conferencing that allow learning to take place simultaneously at different locations.
URL: http://www.uwex.edu/disted/home.html • E-mail: webmaster@ics.uwex.edu

ERIC Clearinghouse for Reading, English, and Communications (ERIC/REC) collects and disseminates articles,lesson plans,and research for educators,parents,and others. Includes contact lists and links to other relevant sites.
URL: http://www.indiana.edu:80/~eric_rec • E-mail: ericcs@indiana.edu

ERIC Clearinghouse for Science, Mathematics, and Environmental Education (ERIC/CSMEE) includes lesson plans, articles,an index of journal articles,and a list of relevant organizations. **URL: http://www.ericse.org • E-mail: ericse@osu.edu**

ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) monitors and reports on issues related to history, economics,and other social sciences. Provides access to materials such as curriculum guides,journal articles, and research reports.
URL: http://www.indiana.edu/~ssdc/eric-chess.html • E-mail: downey@indiana.edu

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ERIC Clearinghouse on Adult and Vocational Education (ERIC/CACVE) provides access to resources on adult literacy, career preparation,and family involvement programs.
Gopher:ericir.syr.edu:70/11/Clearinghouses/16houses/CACVE

ERIC Clearinghouse on Disabilities and Gifted Education (ERIC/EC) tracks articles and books about educating people who have special needs because they are gifted and/or have a disability. Includes information about prevention,identification and assessment,intervention, and support.
Gopher: ericir.syr.edu:70/11/Clearinghouses/16houses/ERIC_EC • E-mail: ericec@inet.ed.gov

ERIC Clearinghouse on Elementary and Early Childhood Education (ERIC/EECE) collects and distributes information on child development and education from birth to early adolescence as well as information relating to parenting and family life. **URL: http://ericps.ed.uiuc.edu • E-mail: eeceweb@ericps.ed.uiuc.edu**

ERIC Clearinghouse on Educational Management (ERIC/CEM) indexes thousands of documents,papers,and articles on educational management. In addition,CEM produces books, monographs,and papers on topics of interest to educational policy makers, school administrators, researchers,and other school personnel.
URL: http://darkwing.uoregon.edu:80/~ericcem/home.html • E-mail: linda_lumsden@ccmail.uoregon.edu

ERIC Clearinghouse on Information and Technology (ERIC/IT) maintains a collection of articles and other resources about the use of technology in the fields of education and library and information sciences.
Gopher:ericir.syr.edu:70/11/Clearinghouses/16houses/CIT • E-mail: eric@ericir.syr.edu

ERIC Clearinghouse on Language and Linguistics (ERIC/CLL) provides a wide range of resource materials and services for language educators.
URL: http://www.cal.org/ericcll • E-mail: eric@cal.org

Getty Information Institute furnishes an ambitious array of art resources in a searchable database.
URL: http://www.gii.getty.edu • E-mail: gii-info@getty.edu

Library of Congress Congressional Server provides access to current Congressional bills,historical documents, an explanation of how laws are made,and connections to government sites. **URL: http://thomas.loc.gov • E-mail: thomas@loc.gov**

Library of Congress Learning Page for the National Digital Library Program supplies students and educators of American history with primary source text,pictures, and video and audio clips. **URL: http://lcweb2.loc.gov/ammem/ndlpedu/ • E-mail: ndlpedu@loc.gov**

National Parent Information Network (NPIN) offers information for parents and those who work with families.Sponsored by the ERIC Clearinghouse on Urban Education and the ERIC Clearinghouse on Elementary and Early Childhood Education. **URL: http://ericps.ed.uiuc.edu:80/npin/ • E-mail: npinweb@ericps.ed.uiuc.edu**

On-line Exhibitions and Images links to a variety of museums and exhibits around the world that relate to natural history and biology. Sponsored by the Australian National Museum. **URL: http://155.187.10.12/fun/exhibits.html • E-mail: jrc@anbg.gov.au**

Science Learning Network is an on-line group of museums, schools,and students dedicated to developing inquiry-based lessons and exhibitions through the World Wide Web. Participants include San Francisco's Exploratorium, the Franklin Institute Science Museum and Planetarium in Philadelphia, and the Science Museum of Minnesota.Sponsored by Unisys and the National Science Foundation.
URL: http://sln2.fi.edu/org/behind.html

Smithsonian Office of Elementary and Secondary Education provides information about the Smithsonian Institution's education-related programs and materials.
URL: http://www.si.edu/intro.html • E-mail: eseem010@sivm.si.edu

Thinking Fountain Science Education Museum of Minnesota is an interactive postcard that serves as a launching point for science lessons and links on a wide variety of topics. For example,a fountain might include an image of a snowman on grass that links to a site on the nature of snow and weather. **URL: http://www.sci.mus.mn.us/sln/tf/**

WebMuseum Network, Paris links to art museums around the world. Has extensive exhibitions of famous painters.
URL: http://mistral.enst.fr/wm/net/

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Organizations, Schools & Programs

Academy for Educational Development (AED) sponsors national and international programs on career preparation, the use of technology in education, and community support for schools. **URL: http://www.aed.org •**
E-mail: Admindny@aed.org

Americorps is a national community service program open to Americans of all ages. Among other benefits, participants receive tuition assistance for continued education. Service projects include renovating homes,helping with immunization programs,and developing educational programs.
URL: http://www.cns.gov/americorps.html •
E-mail: listserv@american.edu

Autodesk Foundation develops model programs and strategies for improving public schools. Programs share an emphasis on project-based learning using computers.
URL:http://www.autodesk.com/compinfo/found/found.htm •
E-mail: AFinfo@autodesk.com

BankAmerica Foundation supports nonprofit community-based groups working to improve education and foster economic development. **URL: http://www.bankamerica.com/community/comm_devev.html • E-mail: russbank@aol.com**

BellSouth Foundation makes grants to programs in southern states to improve their educational systems. Grantees often emphasize the integration of technology into education or provide educational services to underserved groups.
URL: http://www.bellsouth.corp.com/bsf •
E-mail: Steed.Noah@bsc.bls.com

Benton Foundation promotes equitable access to the Internet to advance the public interest,including free or low-cost connections for libraries,schools,and hospitals. Links to descriptions of initiatives,publications,and discussions of Internet access issues. **URL: http://www.benton.org •**
E-mail: benton@benton.org

Blackstock Junior High School is actively working to integrate technology in the curriculum. Uses multimedia technology in a variety of ways to further learning. **URL: http://www.huensd.k12.ca.us/blackstock/html/index/htm •**
E-mail: scarr@huensd.k12.ca.us

Boeing Company provides paid time off for employees involved with schools. The company also develops partnerships with school districts around the country where it has operations to support mentoring programs, encourage employees to volunteer in schools,and promote school change.
URL: http://www.boeing.com

California Academic Partnership Project is a cooperative effort between schools and business to help better prepare students for college and careers. Their programs,called "Partnerships Academies," combine exposure to the world of work with academics. **Telnet: nis.calstate.edu • Login: capp • Password: (leave blank)**

Cambridge Rindge & Latin School is a comprehensive high school;the Web page describes the school's programs and the philosophy. One program,the Rindge School of Technical Arts, plays an important role in developing school-to-career programs by integrating academics with vocational education.
URL: http://snafu.mit.edu/cris/index.html •
E-mail: liyan@us1.channel1.com

Center for Family, School and Community is an organization that builds family and community support for education reform. Projects focus on serving young children, children with disabilities,and other underserved groups.
URL: http://www.edc.org/FSC/ • E-mail: NancyA@edc.org

Center for Media Education educates policy makers and the general public about media-related policy issues, with a particular focus on those that affect children.
URL: http://www.cme.org/org • E-mail: cme@access.digex.net

Center for the Study of Human Resources includes research updates and links that focus on the relationships between training, education,and work.
URL: http://www.utexas.edu/research/cshr/ •
E-mail: cshr@www.utexas.edu

Center on Education and Work provides access to school-to-career resources,including conference information and chat sessions. **URL: http://www.cew.wisc.edu •**
E-mail: cewmail@soemadison.wisc.edu

Children Now is a nonprofit public policy and advocacy organization. Their site includes links to other children's organizations, access to publications,and alerts about issues being considered by various policy making bodies.
URL: http://www.dnai.com/~children/ •
E-mail: children@dnai.com

Children, Youth, & Environments Network links design professionals, educators,and students interested in the relationships between young people and their physical environment. Includes discussions of both natural surroundings and designed facilities. **URL:http://www.cedar.univie.ac.at/arch/eia/95apr/maillist.html#00037 •**
E-mail: CYE-L-request@cunyvms1.gc.cuny.edu

Children's Defense Fund (CDF) is a nonprofit child advocacy organization. Through lobbying efforts, community action, and publications,CDF works to educate the public about children's needs and to marshal government and private sector support for health and education programs.
URL: http://www.tmn.com/cdf/index.html •
E-mail: cdf@tmn.com

Coalition for America's Children is a network of 350 local, state,and national nonprofit organizations working on behalf of children. Through their publications and advertising campaigns,they help ensure that children's needs maintain a prominent place on the nation's public policy agenda.
URL: http://www.usakids.org •
E-mail: cac-comments@cdinet.com

Committee for Economic Development (CED) serves as a forum where business leaders and public officials exchange ideas about issues such as education, training for careers,and improving the connections between businesses and schools.
URL: http://www.ced.org • E-mail: cfaurey@aol.com

Community Update is the digitized version of a newsletter sponsored by the U.S. Department of Education that connects readers to resources,publications,and services helping schools and communities work together.
URL: http://www.ed.gov/G2K/community/ •
E-mail: joy_belin@ed.gov

Council of Great City Schools is a membership organization of representatives from the nation's largest urban public school systems. The group lobbies on behalf of urban education,holds conferences, publishes reports,and disseminates information. **URL: http://www.cgcs.org •**
E-mail: webmaster@cgcs.org

Council for Basic Education promotes high academic standards for all students by supporting efforts to strengthen the curriculum in traditional academic subjects.
URL: http://www.c-b-e.org • E-mail: info@c-b-e.org

Craftsmanship 2000 is a three-year school-to-career program in Tulsa,Okla.that combines academics,an emphasis on education beyond high school,and paid apprenticeships in machining and metal work.
URL: http://www.tulsachamber.com/edc2000.htm

Cross City Campaign for Urban School Reform works nationally to improve urban education by promoting school decentralization. They build partnerships between community organizations and schools to support local,site-based control of education. **E-mail: 102534,1723@compuserve.com**

Edison Electric Institute (EEI) On-line helps keep employees of Edison Electric and the public informed about education reform and promotes partnerships between the utility company and schools in the eastern United States.
URL: http://www.eei.org • E-mail: eeionline@eei.org

Family Involvement Partnership for Learning is a program of the U.S. Department of Education that offers support and resources for improving parental involvement in education.
URL: http://www.ed.gov/Family/schools.html

Foundation Center is a comprehensive collection of information on where, how, and when to apply for grants and other types of funding. **URL: http://fdncenter.org •**
E-mail: mfn@fdncenter.org

Harvard Family Research Project was created to develop policies and programs that support the involvement of families and communities in education. Their newsletter, The Evaluation Exchange: Emerging Strategies in Evaluating Child and Family Services, is available on-line.
URL: http://hugse1.harvard.edu/~hfrp/hfrpeval2.html •
E-mail: hfrp@hugse1.harvard.edu

Health and Human Development Programs work in partnership with health care,criminal justice, and human services agencies to promote physical,mental,and emotional health for people of all ages. Operated by the Education Development Center. **URL: http://www.edc.org/HHD/ •**
E-mail: CherylV@edc.org

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Hewlett Packard (HP) makes grants to support elementary and secondary schools in communities near the company's facilities, with a particular focus on math and science literacy and teacher professional development.
URL: http://www.hp.com

InformED helps disseminate information about teacher preparation programs. The site is sponsored by the American Association for Information Officers for Colleges of Education.
URL: http://www.vpds.wsu.edu/informed/ •
E-mail: InformED@listproc.wsu.edu

Institute for Education and the Economy (IEE) conducts research on the way changes in the economy influence training and career preparation.
URL: http://www.stw.ed.gov/rfi/iee.htm •
E-mail: iee@columbia.edu

Institute on Education and Training (IET), part of the Rand Corporation, conducts research on educational technology, assessment,and the social and economic effects of school change. **URL: http://www.rand.org/centers/iet/ •**
E-mail: Kathleen_Shizuru@rand.org

KidsCampaign is a 10-year effort of the Advertising Council, the Benton Foundation,the Coalition for America's Children, and AT&T to raise national awareness about the needs of children. The site links to hundreds of national efforts to help children, includes an extensive search engine, provides the latest statistics about kids,and supplies updates on public policies affecting children. **URL: http://www.kidscampaigns.org**

MCI Foundation provides educational and technological support for low-income groups. MCI projects have helped develop community networks and provided computer training and equipment to individuals who could otherwise not afford them. **URL:http://www.cerritos.edu/cerritos/development/funders_mci.html • E-mail: Kristinat@cerritos.edu**

Metropolitan Center (the MET) is a secondary school in Providence,R.I.,that integrates academic and technical skills to better prepare students for the world of work.
URL: http://met.state.K12.ri.us
E-mail: info@met.state.K12.ri.us

Michigan Association of Community and Adult Education (MACAE) promotes lifelong learning for all members of the community. Its services include workshops,a newsletter, and training. **E-mail: MACAE@aol.com**

Minnesota Center for Arts Education is a residential public school that uses its Web page to provide news of regional developments in the arts and links to dance, music, theater, and visual arts resources on the Internet. **URL: http://www.mcae.k12.mn.us • E-mail: jengol@mcae.k12.mn.us**

National Academy of Sciences (NAS) advises the federal government on scientific and technical matters. NAS carries out its mission by doing research, publishing reports,and holding conferences. Their information is also useful to educators working to set standards and develop curriculum.
URL: http://www2.nas.edu/nas • E-mail: news@nas.edu

National Assessment Governing Board (NAGB) was created by the U.S. Congress. It sets policy for the National Assessment of Educational Progress (NAEP),a group that reports on student skills and achievement across the nation. Their site lists board members, activities,and links to NAGB publications and other assessment resources.
URL: http://www.nagb.org • E-mail: nagb@arols.com

National Business Education Association (NBEA) identifies resources for business-school partnerships and links to programs around the country.
URL: http://www.thomson.com/partners/nbea/default.html

National Center for Fathering conducts research and provides information and other resources aimed at strengthening support for single fathers. **URL: http://www.fathers.com •**
E-mail: ncf@aol.com

National Conference of State Legislatures (NCSL) assists state legislators and their staffs with critical public policy issues,including education. Tracks legislation and provides information in areas such as education finance,school-to-career programs, standards,and charter schools.
URL: http://www.ncsl.org • E-mail: Doug.Sacarto@NCSL.ORG

National Council of La Raza (NCLR) created the Center for Community Educational Excellence (C2E2) to help Hispanic families become more involved in their children's education, to develop school-community partnerships,and to help improve the quality of education for Hispanic youth.
URL: http:www//nclr.org • E-mail: mfisher@nclr.org

National Educator Awards Program recognizes outstanding educators and promotes the benefits of technology use in education.Sponsored by the Milken Family Foundation. **URL: http://www.mijcf.org/Resource/edguide/toc.html • E-mail: info@mijcf.org**

National Governors' Association (NGA) is a membership organization consisting of the governors of the U.S.states and territories.NGA has devoted a considerable portion of its energies over the past decade to school reform,including providing support for the national education summits and efforts to create national standards. **URL: http://www.social.com/health/nhic/data/hr1600/hr1612.html**

New Horizons for Learning uses the metaphor of a building to hold information about innovative approaches to education, facilities,and programs that support learning, as well as resources for educators. **URL: http://www.newhorizons.org • E-mail: building@newhorizons.org**

Pacific Bell Foundation provides grants for systemic reform of teaching and learning, with an emphasis on integrating technology in education. **URL: http://www.pactel.com/found/home.html • E-mail: webmaster@pactel.com**

Parents for Educational Excellence serves Latino youth and their families through workshops,seminars,and publications. The program's sponsor, ASPIRA,also promotes demonstration projects to explore Latino community involvement in education. **E-mail: aspira1@aol.com**

Parents Helping Parents is a grassroots effort that connects parents of children with special needs to share information and resources. **URL: http://www.php.com • E-mail: sysop@php.com**

Pew Charitable Trusts makes grants to groups working to change the education system by raising standards and improving student performance. The Trusts focus on efforts that serve disadvantaged students. Their site includes application information and profiles of current and former grantees. **URL: http://www.pewtrusts.com**

Public/Private Ventures promotes programs to help young people from low-income communities increase their academic and career skills. **URL: http://www.stw.ed.gov/rfi/ppv.htm • E-mail: PPVKids@aol.com**

Public School Forum of North Carolina researches the social and educational effects of the state's efforts to integrate technology with education. **URL: http://www.ncforum.org • E-mail: jdcran@ncforum.org**

Ralph Bunche School is an elementary school in New York City with a specialized academy dedicated to teaching kids computer and telecommunications skills. The school also has a student-produced video news program, Kid Witness News. **URL: http://mac94.ralphbunche.rbs.edu • E-mail: hamideud@ralphbunche.rbs.edu**

School & Main is an organization that supports community efforts to better prepare urban youth to be productive citizens. Its programs provide guidance, academic tutoring, college preparation, and the opportunity to explore career possibilities. **URL: http://www.stw.ed.gov/rfi/main.htm • E-mail: jamie.coats@es.nemc.org**

School-to-Work Partnership of Broome and Tioga Counties combines apprenticeships in manufacturing, robotics, and other industries with academics to help high school students in upstate New York understand the connections between school, work,and higher education. **URL: http://www.tier.net/schools/stw • E-mail: lcasey@spectra.net**

Strong Families Strong Schools provides links to articles and books that focus on encouraging active family involvement in schools. Based on the book of the same name written for the U.S.Education Department's Initiative on Families. **URL: http://eric-web.tc.columbia.edu/families/strong/ • E-mail: dg119@columbia.edu**

Teach for America recruits and trains recent college graduates to teach in inner cities and rural areas. **URL: http://www.teachforamerica.org • E-mail: farecnat@aol.com**

Triangle Coalition promotes and supports real scientific work experiences for teachers, providing them with insights into the work environments and the skills necessary for student success after graduation, examples to make instruction more relevant,and connections to a larger professional community. **URL: http://emf.net/~lisme/swepnet/triangle.html • E-mail: tricoal@triangle.mste.org**

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21st Century Education Initiative is a coalition of business, education,and community leaders devoted to improving education in California's Silicon Valley through technology and networking in schools and the community.
E-mail: jvsvoffice@aol.com

Urban Education Web contains manuals, research,and bibliographies on issues such as school reform, safety, and the problems of minority families living in the inner city.
URL: http://eric-web.tc.columbia.edu •
E-mail: lry2@columbia.edu

U.S. Conference of Mayors represents over 1,000 mayors in the nation's largest cities.A recently adopted plan supports mayors as key figures in mobilizing community resources for schools, strengthening the ties between education and business,establishing schools as safe places,increasing parental involvement,and improving student performance.
URL: http://www.usmayors.org/uscm/ •
E-mail: jrichard@cais.com

U.S. Department of Education offers materials for teachers, educational researchers, and others. An on-line library has funding information, policy updates,information for teachers, a researcher's guide,and a page of statistical information on American education. Includes a search engine.
URL: http://www.ed.gov

Student Projects

Academy One is an international site for kindergarten through 12th-grade students and teachers to share resources, find keypals,and collaborate on projects.
URL: http://www.nptn.org:80/cyber.serv/AOneP/ •
E-mail: info@nptn.org

Adventure On-line links kids to on-line expeditions to distant places such as Mayan ruins and the Nile. Includes an on-line quiz and discussion area. **URL: http://www.adventureonline.com •**
E-mail: oylerl@freenet.msp.mn.us

Cyberspace Middle School is targeted to sixth, seventh,and eighth graders and their teachers who are integrating the World Wide Web in classroom activities.Lists fun and educational sites for kids,as well as links to science and math-oriented projects and educational resources for educators.
URL: http://www.scri.fsu.edu/~dennisl/CMS.html •
E-mail: larry@fsulcd.physics.fsu.edu

Gallery of Interactive Geometry allows students to explore interesting areas of mathematics through interactive exhibits. **URL: http://www.geom.umn.edu/apps/ •**
E-mail: webmaster@geom.umn.edu

GlobaLearn is a series of interactive virtual trips to interesting places around the world like the Black Sea. Includes archives and ways for students to communicate with one another.
URL: http://www.globalearn.org •
E-mail: Webmaster@globalearn.com

I*EARN links students from around the world to work collaboratively in solving real problems and to share their understandings about each others' cultures and their visions for the future. **URL: http://www.iearn.org/iearn •**
E-mail: hgp@copenfund.igc.apc.org

Intercultural E-mail Classroom Connections helps kids from different nations connect with one another to collaborate on projects that enhance international understanding.
URL: http://www.stolaf.edu/network/iecc/ •
E-mail: cdr@stolaf.edu

Internet Projects Registry keeps a central monthly calendar of Internet-based school projects. Includes projects sponsored by Global SchoolNet,I*EARN, NASA,GLOBE, Academy One, TIES,TENET, TERC, and several universities.
URL: http://199.106.67.200/GSN/proj/index.html •
E-mail: yvonne@gsn.org

KIDLINK is a global, multilingual network for 10-15 year olds. The group also coordinates curriculum projects through KIDPROJ.
URL: http://www.kidlink.org • E-mail: kidlink-info@kidlink.org

Kidspace is a virtual meeting space for children from around the world to share ideas,drawings,and personal experiences.
URL: http://plaza.interport.net/kids_space/

Learning By Design helps kindergarten through 12th-grade students better understand the factors that influence their physical surroundings.Students look at the designs of towns, schools,and public buildings.Sponsored by the American Institute of Architecture.
URL: http://www.aia.org/srcebook.htm •
E-mail: webmaster@aia.org

National Geographic Kids Network presents science and geography projects that groups of students around the country can work on simultaneously, sharing their data and comments over the Internet.
URL:http://www.gil-awards.com/nicampgn/28ba.htm

Passport to Knowledge is a series of interactive electronic field trips to remote locations such as the Arctic or the middle of the ocean. Learning materials are made available through the Internet as well as through broadcast television and videotape.Sponsored by NASA.
URL: http://quest.arc.nasa.gov/hst/aboutptk.html •
E-mail: traicoff@quest.arc.nasa.gov

ThinkQuest® an annual contest for students ages 12-18,is designed to help them use the Internet as an interactive teaching tool. With teachers and experts as their coaches,students build on-line projects in their favorite subjects. Winners receive $25,000 scholarships; coaches can get up to $5,000, with another $5,000 going to their school or institution. Winning projects are available on-line.
URL: http://www.advanced.org/ThinkQuest/index.html

Ultimate Children's Internet Sites is an extensive compilation of fun and educational Web sites for kids sorted by school age group. Also offers a variety of informative sites for parents and educators. **URL: http://www.vividus.com/ucis.html#ucis**

Whale Times includes interesting facts about whales, links to students' studying whales, and environmental tips.
URL: http://www.whaletimes.org •
E-mail: whaletimes@whaletimes.org

Why Files, a project of the National Institute for Science Education, features articles and information relating to current science topics in the news. Designed for both educators and students as an enhancement to science classroom activities.
URL: http://whyfiles.news.wisc.edu •
E-mail: staff@whyfiles.news.wisc.edu

You Can with Beakman and Jax encourages kids to ask questions about the world around them and explore science and math through a variety of hands-on activities. Their site ties into the Beakman's World television show.
URL: http://www.nbn.com/youcan/index.html

Technology-Related Links

AT&T Learning Network is helping to get America's schools connected to the Information Superhighway by the year 2000. Program components include: AT&T WorldNet℠ Service,dial-up Internet access free to schools for five months; technology guides for schools and communities; and the AskLN℠ program, offering on-line mentoring to assist educators in navigating the Internet and incorporating it in classroom activities.
URL: http://www.att.com/learning_network/ •
E-mail: LearningNet@attmail.com

Bell Atlantic World School is a project that connects more than 700 West Virginia schools to the Internet.Schools share electronic lessons and collaborate on projects. The site also offers a resource page for parents.
URL: http://www.bell-atl.com/wschool/ •
E-mail: wschool@citynet.net

Big Sky Telegraph offers hundreds of educational and health and social service links. Also serves as the gateway to a well-attended electronic conferencing network for Western Montana.
URL: http://macsky.bigsky.dillon.mt.us •
E-mail: franko@bigsky.dillon.mt.us

California Instructional Technology Clearinghouse (CITC) works with teachers to evaluate electronic resources and provides information on-line about recommended products. Is comprised of the California Instructional Video Clearinghouse and the California Software Clearinghouse.
URL: http://tic.stan-co.k12.ca.us •
E-mail: jvaille@stan-co.k12.ca.us

Center for Children and Technology collaborates with schools and universities to develop new ways to use technology to support learning. **URL: http://www.edc.org/CCT/ •**
E-mail: cct@edc.org

Center for Educational Leadership & Technology (CELT) promotes the integration of multimedia technology consistent with current educational reforms and research. CELT also helps organizations and schools develop networking plans to make it easier to use and acquire new technology.
URL: http://www.celt.org • E-mail: webmaster@celt.org

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Center for Learning, Teaching, & Technology works with teachers, administrators, and policy makers to improve literacy, math proficiency, and understanding of science and technology. **URL: http://www.edc.org/LTT/ltthome/ • E-mail: Humphrys@edc.org**

Center for Technology in Learning (CTL) develops multimedia tools to support learning and assess achievement, examines technology-related educational policy, and provides technical support to selected school districts. Affiliated with the Stanford Research Institute. **URL: http://www.sri.com • E-mail: Inquiry_Line@sri.com**

Charlotte's Web is a community-based network that provides access to technology for residents in and around Charlotte,N.C.Links to city government,job listings, and schools. **URL: http://www.charweb.org/home.html • E-mail: shsnow@charweb.org**

Cleveland Freenet offers links to agencies,libraries, and community information. This is one of the oldest and largest community-based networks in the country. **Telnet: freenet-in-a.cwru.edu**

Community Technology Centers' Network (CTCNet) supports the goal of equitable access to computers and technology. The network is composed of more than 65 sites at locations ranging from museums to job training centers to shelters. Each is designed to provide community members with the opportunity to learn and use computers, software, and related technologies such as the Internet. **URL: http://www.ctcnet.org • E-mail: ctcnet@edc.org**

Computer Professionals for Social Responsibility (CPSR) is an alliance of computer scientists and others interested in the impact of technology on society. CPSR keeps the public informed about critical issues raised by advances in computing. **URL:http://www.cpsr.org/dox/home.html • E-mail: mwoodbury@cpsr.org**

Computers for School Program is a project of the Detwiler Foundation,a nonprofit group working to develop an efficient system for encouraging donations of used computer equipment, providing needed repairs and upgrades,and placing them in schools. **URL: http://www.detwiler.org • E-mail: diana@detwiler.org**

ConnecTen is part of an effort to connect all K-12 schools in Tennessee to the Internet. The project is sponsored by a partnership between the state and several corporate donors. **URL: http://www.state.tn.us/education • E-mail:jshrage@tbr.state.tn.us**

ConnSense Bulletin brings together information on technology and programs for students with special needs. **URL: http://www.ucc.uconn.edu/~wwwpcse/CSBull.html • E-mail: Rucker@UConnvm.UConn.edu**

CyberEd Van is an 18-wheel truck outfitted as a state-of-the-art technology classroom on wheels. The truck moves from city to city, providing teachers,students, and others with hands-on activities and highlighting the importance of educational technology and partnerships between schools and businesses. **URL: http://ustc.org/CyberEd/rig.htm • E-mail: cybered@ustc.org**

Directory of Public Access Networks links to networks that provide free access as well as community-based networks around the country. A linked map makes it easier for users to find networks in a particular region. **URL: http://www.morino.org/pandhome.html • E-mail: feedback@morino.org**

Educom is an alliance of universities and corporations that seeks to integrate technology in education. Educom publishes two newsletters. **URL: http://www.educom.edu • E-mail: info@educom.edu**

Florida Information Resources Network (FIRN) connects this state's public school educators in a single network. Teachers use FIRN to share telecommunications-based lesson plans, news,and ideas. **URL: http://www.firn.edu • E-mail: webmaster@mail.firn.edu**

Free-Nets & Community Networks links to scores of free and community-based networks around the world. Compiled by a Canadian librarian. **URL:http://duke.usask.ca/~scottp/free.html • E-mail: scottp@moondog.usask.ca**

From Now On is an electronic educational journal that focuses on technology-related issues such as professional development and planning for effective technology integration. **URL: http://www.pacificrim.net/~mckenzie/ • E-mail: mckenzie@pacificrim.net**

Goals 2000/Louisiana Networking Infrastructure for Education Project (Goals 2000/LaNIE), funded by a U.S. Department of Education Challenge Grant,is developing pilot sites at K-12 schools to integrate technology in the curriculum and a state educational technology plan. Provides detailed information about the mission, goals,and strategies of the project. **URL: http://www.lasip.state.la.us/lanie.htm • E-mail: dwest@regents.state.la.us**

Harvard Educational Technology Center (ETC) develops and studies ways to use computers and other emerging technologies to improve education. The Center publishes and distributes a wide variety of books,software,curriculum materials,and videotapes. **URL: http://edetc1.harvard.edu • E-mail: hayeskr@hugse1.harvard.edu**

Hawaii Education and Resource Network (HERN) ties this island state together through projects that encourage schools, colleges,and community organizations to collaborate. **URL: http://www.hern.hawaii.edu/hern/about.html • E-mail: hern@hawaii.edu**

Highway 1 helps members of Congress and other government leaders understand and use new information technologies. The Center acts as a clearinghouse for research, educational information,and community organizations involved in promoting computer networking. **URL: http://www.highway1.org • E-mail: info@highway1.org**

Institute for Learning Technologies (ILT) collects and distributes readings, texts,and journals to promote discussion of the role of multimedia in education. Links to hundreds of projects across the country. **URL: http://www.ilt.columbia.edu/projects/index.html • E-mail: webmaster@ilt.columbia.edu**

Institute for the Learning Sciences (ILS) is a research and development center creating innovative educational software for practical applications in businesses,schools, government agencies,and the community. ILS draws together faculty and students from the fields of computer science, psychology, cognitive science,and education. **URL: http://www.ils.nwu.edu • E-mail: schank@ils.nwu.edu**

iowa.net™ is a nonprofit network with links to organizations, schools,and companies throughout the state. The network keeps a statewide calendar of events. **URL: http://www.iowa.net • E-mail: webmaster@iowa.net**

Kickstart Initiative is a federally sponsored effort to help local leaders develop electronic networks in their communities. **URL: http://www.benton.org/KickStart/ • E-Mail: Benton@Benton.org**

Kidsphere is a mailing list for teachers interested in using the Internet for educational purposes. **E-mail: Kidsphere@vms.cis.pitt.edu**

Living Schoolbook Project makes video and text materials more readily available to students by working to improve the software and the network distribution process. **URL:http://www.npac.syr.edu/projects/ltb/overview.html • E-mail: kim@npac.syr.edu**

Media Lab New and Noteworthy is home to visionary projects on the Internet such as the Media Moo, a state-of-the-art virtual meeting place/discussion group. Sponsored by the Massachusetts Institute of Technology. **Telnet: purple-crayon.media.mit.edu:8888/**

Missouri Research and Education Network (MOREnet) creates projects designed to provide communities with Internet connectivity. Also works with the Missouri Department of Elementary and Secondary Education to link K-12 schools to the Internet. **URL: http://www.more.net • E-mail: infomgr@more.net**

Multimedia in Education is a German site that has hundreds of links to information on the effects of multimedia technology on learning. **URL: http://www.uni-sb.de/sonstige/mefis/omlink01.htm • E-mail: Mefis@Mefis.uni-sb.de**

National School Network Testbed is an electronic network that links schools across the country to work on collaborative projects. Compiled by BBN Corp., one of the architects of the Internet. **URL:http://copernicus.bbn.com/testbed2/TBdocs/TB1July94Report.html**

National Telecommunications and Information Administration (NTIA) furnishes grant information and descriptions of promising community and educational projects that promote the use of the Internet and other electronic resources. **URL: http://www.ntia.doc.gov • E-mail: webmaster@ntia.doc.gov**

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Network Montana Project provides access to and promotes the use of telecommunications technologies in K-12 and higher education programs statewide. Assists schools with planning and implementing networks as well as curriculum and program development. **URL: http://www.nmp.umt.edu • E-mail: morarre@selway.umt.edu**

Networking Infrastructure for Education funds proposals from schools and organizations to increase their capacity to use new technologies in education. Previous grantees have improved electronic libraries and evaluated existing networks. **URL:http://141.142.3.130/General/PIO/NCSAinfo-Press-Netwk.html**

New Jersey Networking Infrastructure in Education combines resources,science information,and Internet lessons with a network that links schools and community organizations throughout the state.
URL: http://njnie.dl.stevens-tech.edu/new/new.html •
E-mail: caddison@njnie.dl.stevens-tech.edu

North Carolina Information Highway (NCIH) connects schools, health care organizations,law enforcement,and government offices. NCIH provides low-cost access to the network so all residents can benefit. **URL: http://www.ncih.net • E-mail: mark.cooke@ncih.net**

Ohio SchoolNet provides computers and networking assistance to schools. The site is linked to information about wiring standards and other networking resources.
URL: http://www.ode.ohio.gov/www/schoolnet/schnet.html •
E-mail: ims_best@ode.ohio.gov

Online Internet Institute is a cooperative project with 400 teachers and an array of experts from higher education, industry, and schools to help educators make better use of the Internet in the classroom. The Institute also sponsors a summer workshop. **URL: http://oii.org • E-mail: Oii-request@prism.prs.k12.nj.us**

Plugged In brings technology to kids in the low-income community of East Palo Alto, Calif.,through training and activities such as a virtual trip across America with a school in New Haven, Conn. The site offers connections to communities around the world. **URL: http://www.pluggedin.org • E-mail: info@pluggedin.org**

Reinventing Education is sponsored by the IBM Corporation to help integrate technology and improve student performance in K-12 schools around the country. Their partnerships with school districts and states focus on changes within the educational system. **URL: http://www.ibm.com/IBM/IBMGives/k12ed/k-12init.htm • E-mail: ibmgives@vnet.ibm.com**

ShareNet is a nonprofit partnership of school districts, universities, businesses,and community organizations, encompassing 10 counties in Kansas and Missouri. It provides members with access to the Internet as well as to a variety of electronic resources. **URL: http://www.ed.gov/pubs/EdReformStudies/EdTech/sharenet.html •**
E-mail: joanw@cyclops.pei.edu

Software Publishers Association (SPA) is a trade association for the industry. Publishes resource guides, tracks legislation, organizes conferences,and offers on-line lesson plans.
URL: http://www.spa.org • E-mail: webmaster@spa.org

Sparkman Center, a project of TCI, offers technology training to educators and the general public.
URL: http://www.tcinc.com/sparkman.html

Teacher Technology Center helps teachers develop subject-specific curriculum that takes advantage of new technologies.
URL:http://www.lacoe.edu/doc/ttc/ttc.html •
E-mail: Chun_Thomas@ttc.lacoe.edu

TEAMS Distance Learning is a national distance learning consortium administered by the Los Angeles County Office of Education. Site provides information about the TEAMS project as well as program schedules, class projects,and links to a variety of education-related resources.
URL: http://teams.lacoe.edu •
E-mail: gperry@teams.lacoe.edu

Telelearning Project funded by the Louisiana Board of Elementary and Secondary Education, offers students in rural communities opportunities to participate for credit in courses that are not offered by their schools. Participants use computers,microphones, electronic blackboards,and graphics pads to communicate between sites. Courses include foreign languages,fine arts, advanced mathematics, computer science, and physics. **URL: http://www.lsma.edu/telelearning • E-mail: loftin@alpha.nsula.edu**

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TENET electronically connects educators across Texas. This site uses a train metaphor to link schools, education resources, and museums around the world. **URL: http://www.tenet.edu • E-mail: web-master@tenet.edu**

U.S. Department of Education Technology Initiatives highlights grant opportunities,noteworthy programs, federal guidelines,and workshops that promote the integration of technology in education.
URL: http://www.ed.gov/Technology

Utah Education Network is a collection of resources for educators, parents,students,and the Utah community. Comprised of KUED (the statewide PBS affiliate providing instructional television programming),KULC (Utah's Learning Channel, offering telecourses for credit), EDNET (an interactive, closed-circuit television network linking K-12 schools with colleges and universities),and UtahLink (giving schools and universities access to the Internet as well as a vast array of education-related links). **URL: http://www.uen.org/index.html • E-mail: webmaster@uen.org**

Virginia Public Education Network (VaPEN) connects educators and the residents of Virginia through an electronic network that provides lesson plans and other educational information. **URL: http://pen.k12.va.us • E-mail: jaulino@pen.k12.va.us**

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APPENDIX G

Colorado General Workplace Competencies

Colorado General Workplace Competencies

The Colorado General Workplace Competencies were developed by a business task force through the Colorado Association of Commerce and Industry and validated by educators and business leaders across the state. These competencies represent the skills needed by post secondary students and by workers in most jobs regardless of the specific occupational area.

These competencies will assist educators in understanding what skills must be taught in conjunction with academic instruction. Students will know the requirements of the workplace, and businesses will have a consistent set of standards that promote a skilled workforce.

The ***Colorado General Workplace Competencies*** *were developed by:*
Colorado Department of Education
Colorado School-to-Career Partnership
Business Task Force sponsored by Colorado Association of Commerce & Industry

Colorado General Workplace Competencies

Communication Skills - Demonstrates the ability to receive and relay information clearly and effectively

- **listening** - receives, attends to, understands and responds to verbal and non-verbal messages
- **speaking** - clearly organizes and effectively presents ideas orally
- **reading** - locates, understands and interprets written information in prose and documents to perform tasks
- **writing** - organizes and effectively presents ideas and information in writing
- **interpreting** - delineates and analyzes oral and written information and synthesizes information into a conclusion
- **negotiating** - works toward agreement while maintaining position
- **persuading** - communicates ideas to justify position, overcome resistance and convince others

Organizational skills - Demonstrates the ability to work effectively and efficiently

- **planning** - devising and outlining a process to achieve a goal and timeline
- **time management** - applies appropriate time to task and manages multiple priorities
- **using resources** - identifies, organizes, plans and allocates resources
- **systems thinking** - understands the nature of systems, develops and adapts systems to meet organizational needs
- **evaluating** - collects, evaluates and uses data to monitor and improve performance

Thinking Skills - Demonstrates the ability to use reasoning

- **problem solving** - identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action
- **decision making** - uses a process to identify goals and constraints, evaluate alternatives and reach a conclusion
- **creative thinking** - generates new and innovative ideas
- **learning** - uses efficient techniques to acquire and apply new knowledge and skills
- **analyzing** - identifies bias of information sources, evaluates contradictory information and effectively manages information
- **mathematics** - performs basic computations and solves practical problems by applying appropriate mathematical techniques

Worker Qualities - Demonstrates the characteristics of an effective worker

- **self-management** - demonstrates punctuality, readiness to work, initiative and the capacity for life long learning and personal growth
- **team member** - contributes to group effort through cooperation and consensus
- **responsibility** - follows through consistently with honesty and integrity
- **flexibility** - shows versatility and the ability to change
- **leadership** - creates a direction/vision for others to follow, aligns management methods with vision and implements a system of accountability
- **works with diversity** - accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas

Technology Skills - Demonstrates the ability to work with a variety of technologies and equipment

- **demonstrates computer literacy** - uses key boarding skills, computer programs, and understands basic computer operations
- **selects technology** - chooses appropriate procedures, tools or equipment
- **applies technology** - understands overall intent and proper procedures for using selected technology and equipment
- **uses technical information** - interprets and uses data generated from a variety of technological devices

Note: Technology refers to any device, tool or piece of equipment that facilitates or supports efficient completion of work. Some examples include: machinery, computers, scientific equipment, fax machines, voice mail, overhead projectors, VCRs, cash registers, calculators, etc.

APPENDIX H

Resource Mapping Information

Chapter 5

Resources Guidebook

~ Federal and State Initiatives Which Could Support School-to-Career Principles ~

The Resources Guidebook provides brief descriptions about the programs which are included in the Resource Mapping database and referenced throughout this publication. This guidebook is designed to be used as a companion tool to the Resource Mapping Database. The first page provides an alphabetical snapshot of all the programs, listing each initiative and its corresponding page number in the guidebook. Flip to the indicated page for a brief description of the initiative and contact information.

Additionally, all the programs included in the Database and described in this Guidebook are those programs and initiatives referenced throughout the entire "Resource Mapping: An Atlas for Sustainability" document.

Programs are categorized into four major sections, referenced throughout the Resource Mapping documents:

1) Education reform initiatives
2) Initiatives serving at-risk youth
3) Workforce development initiatives
4) Initiatives serving families and communities

Within each section, related programs are further grouped under sub-headings. For more information about any of the programs listed in this guidebook, contact information follows each program listing.

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EDUCATION REFORM INITIATIVES

Standards and Assessments

HB 93-1313 was passed by the Colorado General Assembly in 1993. This education reform legislation charges each school community in Colorado with 1) reaching a clear and common understanding of what students should be learning in academic subject areas; 2) measuring student progress towards meeting such expectations; and 3) using this information to change teaching and curriculum to help each student meet expectations for the skills and knowledge they should be acquiring. The state standards are based on the national standards, and were developed/refined via the input of over 2,000 educators, parents, and community members across Colorado. Districts may either adopt the standards or set their own standards to meet or exceed the state standards. The legislation also sets out a schedule for assessing students' progress towards meeting the state standards, rolling out a schedule of mandated statewide grade-level assessments for specified content standards.

A **Resource Bank** was also established by HB 93-1313. This resource bank provides a variety of information and examples plus professional development strategies for implementing academic content standards, including information about model content standards; directories of other resources, including the national standards and standards work from other states; curriculum development and professional development resources; sample assessments; Information Literacy Guidelines and Rubrics; School-to-Career information; Adult Basic Education program standards; examples and materials specifically addressing the needs of special populations regarding standards and assessments; and an annotated bibliography of related resources. The resource bank is currently available on CD-Rom and has been distributed to Districts and School-to-Career Partnerships across Colorado. The next version of the Resource Bank will be available electronically.

For more information about academic content standards and assessments in Colorado, contact the Colorado Department of Education, Division of Assessments/Standards (303-866-6678).

Goals 2000

This initiative is designed to support local efforts to increase student achievement in a standards-driven education system. Colorado's eight goals were developed by the Colorado Education Goals Panel; they are related to the national education goals: Goal 1) Establish and maintain clear standards for what students must know and be able to do; Goal 2) Implement assessments to ensure that students are meeting high academic standards; Goal 3) Align curriculum and instruction to standards and assessments; Goal 4) Prepare and support educators to enable students to reach high standards; Goal 5) Begin education early to ensure that students are ready to learn when they begin school; Goal 6) Create safe, disciplined, and drug-free learning environments; Goal 7) Promote partnerships and establish links among education (preK-16), parent, and business communities to support children and schools; and Goal 8) Share responsibility and be accountable for results.

Goals 2000 consists of four separate grant programs. Local Improvement Grants are to increase student achievement via implementing standards, especially focusing on customizing projects to individual communities. CASSI grants are available to implement joint efforts across preK-12, higher education, business, and communities that address the complex systemic issues of bringing standards to Colorado classrooms. Student Initiated Grants are to provide leadership opportunities for Colorado students and preservice teachers to initiate and implement projects to enhance personal and school-wide learning within a standards-driven framework. Technical Assistance Bank Grants are to aid schools and districts in the early stages of implementing standards to meet local needs by linking expertise and funds to these efforts.

Goals 2000 is authorized by Goals 2000: Educate America Act. For more information about Goals 2000 in Colorado, contact the Colorado Department of Education (303-866-6739).

School Finance Act

This is the primary funding for Colorado K-12 schools, including general operations and salaries. Funds are allocated via a formula based on student enrollment: Districts receive a base per-pupil amount for each pupil identified in the October count, plus additional funds which account for district variances in cost of living, personnel costs, and size. The formula also includes extra funds for at-risk pupils, based on eligibility for participation in the federal free lunch program.

The Colorado School Finance Act is authorized through the Public School Finance Act of 1994. For more information, contact the Colorado Department of Education, Public School Finance Division (303-866-6847).

Professional Development

Dwight D. Eisenhower Professional Development Program provides states with funds for professional development in the "core academic areas" with an emphasis on mathematics and science; English, foreign languages, civics and government, economics, arts, history, and geography are also included. The program is designed to help ensure that teachers and other district and school educators have access to high-quality professional development that is aligned with challenging state content and student performance standards, and to support the development and implementation of sustained and intensive high-quality professional development activities in the core academic subjects.

Eisenhower programs are authorized by Improving America's Schools Act, Title II. For more information about this program, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Colorado Educational Flexibility Program

"Ed-Flex" is a statutory provision which allows the Colorado Commissioner of Education to grant various federal waivers around provisions in Title I (all four parts), Title II, Title IV, and Title VI of Improving America's Schools Act. Both statute and regulation may be waived for any of these titles. Any district or school may apply for waivers – but the recipient must demonstrate that student performance will be increased via the waiver. Colorado's goal is to help all students be successful in school by removing barriers which may prevent some students' achievement.

Ed-Flex waiver authority is allowed under Improving America's Schools Act. For more information about Ed-Flex waivers, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Consolidated Application

This is a district-level reform which allows Colorado school districts to present a five-year plan to the U.S. Department of Education, whereby the administrative funds of Titles I, II, IV, and VI of Improving America's Schools Act are consolidated. The goal of consolidated application is to provide districts the ability to collapse federal education programs and align curriculum with district goals. Under Consolidated Application, federal administrative dollars go into one fund at the district level; program dollars (building-level funds) go to the schools for programs which are designed within the schools. Consolidation plans must also be built around the eight education goals of Goals 2000.

School-Wide Consolidation is a related reform to Consolidated Application, allowing individual high-poverty schools to submit a plan for a school-wide consolidated program. Additionally, schools with less than 50% poverty, who want to do a school-wide program, may do so if they submit a waiver request (under Ed-Flex) to the state. 130 school-wide sites currently exist in Colorado.

Consolidated Application is authorized by Improving America's Schools Act, Title XIV. For more information about Consolidated Application or School-Wide Consolidation, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Distance Learning Initiatives

The Aggregated Network is a current proposal in the Colorado General Assembly to develop an aggregated network, whereby a network access point would be available in every county seat in the state to electronically integrate state government, higher education, K-12 schools, and libraries. This legislation did not pass in the 1998 legislative session, but has been re-introduced in the 1999 session.

Distance Learning Networks include a variety of cable, fiber optics, and telephone lines which criss-cross the state, comprising several distance learning networks. These networks (infrastructure) and equipment have primarily been funded through combinations of federal, state, and private funds. Most of these networks are isolated from each other, creating "islands of excellence."

At the school building level, funds for appropriate equipment have been provided by a variety of means such as district operating revenue, capital reserve funds, and bond elections. In 1997, the Technology Learning Grant and Revolving Loan made $20 million available to support distance learning in K-12 schools, libraries, and higher education institutions; the funds were not re-appropriated in FY 1998. If successful in 1999, this legislation will save these agencies funding and increase access to information.

For more information about distance learning initiatives, contact the Colorado Department of Education, Educational Telecommunications Unit (303-866-6859).

Technology Literacy Challenge Grants provide incentives for long-term planning and implementation of school and district technology initiatives designed to improve student achievement in a standards-based curriculum. Co-TLCF grants bring connectivity, professional development, modern computers, and effective software and on-line resources to K-12 and adult learners throughout the state.

Technology Literacy Challenge grants are federally authorized, under Title III. Grants are awarded to Districts and Boards of Cooperative Education Services on a competitive basis. For more information about Co-TLCF grants or other distance-learning initiatives, contact the Colorado Department of Education, Educational Telecommunications Unit (303-866-6859).

Charter Schools

This education reform has been developed as a way to increase educational choice for children and families, and to improve the academic performance of Colorado's students. Enabling state legislation, passed in 1993, permits self-governing schools to be organized by students, teachers, community groups, and parents within public school districts. Each Charter School is accountable to the local board of education to ensure compliance with applicable laws, charter provisions, and the state constitution. Charter Schools operate via contracts, negotiated between the school and the local board of education, and seek waivers in order to operate in a manner free from various state rules and regulations. Schools are responsible for their own operations, as negotiated in the charter; schools receive a minimum of 80% of the per-pupil operating revenue (PPOR) and must contract for their own space. Once a charter has been granted, any student in the state may attend the school, as long as space is available.

In Colorado, Charter Schools have been authorized SB 93-183, the Charter Schools Act. For more information, contact the Colorado Department of Education, Office of Educational Services (303-866-6678).

Vocational Education Initiatives

Carl Perkins is intended to improve our national economic competitiveness by ensuring that the academic and occupational skills of all population segments are more fully developed. Resources are primarily concentrated on improving educational programs leading to academic, occupational training, and re-training skill competencies necessary for employment in a technologically advanced workplace. In Colorado, Perkins funds supports the community college system's mission to help develop Colorado's human resource potential and to contribute to the state's economic growth.

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Programs are authorized by the Carl D. Perkins Vocational and Applied Technology Education Act, as amended in 1990. For more information, contact the Colorado Community Colleges and Occupational Education System (303-620-4000).

Tech Prep funds provide planning and demonstration grants to consortia of local secondary education agencies and postsecondary institutions to develop educational programs which lead to an associate degree or a two-year certificate. Funds are awarded on a competitive basis and may serve all students who are enrolled in a secondary or postsecondary school participating in a Tech Prep consortium.

Tech Prep is authorized by Title III of the Carl D. Perkins Vocational and Applied Technology Education Act, as amended in 1990. For more information, contact the Colorado Community Colleges and Occupational Education System (303-620-4000).

Colorado Vocational Act is designed to enhance the quality of vocational education programs in Colorado. Vocational education programs offered through Colorado's high schools are an important part of the state's comprehensive delivery system of occupational education which is designed to prepare individuals both for jobs and further education. State Vocational Act funds reimburse secondary school districts for a portion of the cost of offering approved vocational programs to students.

Funds are appropriated by the General Assembly, authorized by The Colorado Vocational Act of 1970. For more information, contact the Colorado Community Colleges and Occupational Education System (303-620-4000).

Higher Education Initiatives

Post-Secondary Enrollment Options Act (22-35-101 to 110, C.R.S.) allows students who need additional educational challenges or a more conducive setting to maintain interest in completing high school to take post-secondary courses as high school juniors and seniors. Through this program, students may simultaneously earn college credit and credit toward high school graduation. For students opting to take advantage of the program, the Act requires school districts to reimburse the tuition for up to two college courses per academic term upon successful completion of the courses. Funds for this program come from the district's general funds.

A few districts have used Post-Secondary Enrollment Options as the basis for a 5th Year Program wherein students may receive both a high school diploma and an associates degree from a community college by staying enrolled at their high school for five years, rather than the traditional four years.

For more information about Postsecondary Options, contact the Colorado Department of Education, Office of Educational Services (303-866-6678).

Higher Education Act provides funds to four-year institutions of higher learning. Funds are primarily allocated for a) student financial aid which provides grants, loans, and scholarships to qualifying students; b) operating funds for institutional lending; and c) quality indicators for institutional incentives.

The Higher Education Act is authorized by the General Assembly. Funds supporting student financial aid and institutional lending are authorized by H.B. 85-1187; funds for institutional incentives are authorized by H.B. 96-1219.

Teacher Preparation Programs are four-year degree programs in postsecondary institutions which prepare future teachers with the pedagogical and content knowledge to be successful K-12 educators.

For more information about the Higher Education Act or other postsecondary programs, contact the Colorado Commission on Higher Education (303-860-2723).

PROGRAMS TO SERVE AT-RISK YOUTH

Improving America's Schools Act

This federal education program, passed in 1994, reauthorizes the Elementary and Secondary Education Act of 1965. The reauthorization's purpose is to improve teaching and learning, enabling all children to meet challenging academic content and student performance standards. It supports state and local education reform efforts and promotes resource coordination to improve education for all students. Funds target school improvement initiatives, including programs for high poverty schools and at-risk students, math and science professional development programs, bilingual education programs, safe and drug-free schools initiatives, and others.

Improving America's Schools Act consists of a number of entitlement programs. Title I programs, serving high poverty schools and at-risk youth, receive a significant portion of the total funds. Programs provided under Improving America's Schools Act include Bilingual Education (Title VII); Title I; Migrant Education (Title I); Even Start (Title I); Eisenhower Professional Development (Title II); Safe and Drug-Free Schools and Communities (Title IV); and Innovative Education Strategies (Title VI). All of these programs are described, in more detail, in this section and in the Education Reform section.

For additional information about Improving America's Schools Act, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Title I comprises a large portion of Improving America's Schools Act, funding programs targeted to the economically disadvantaged.

Title I consists of four parts: Part A is the largest, funding basic formula grants to aid disadvantaged children who are failing or most at risk of failing to meet the state's challenging content and student performance standards. Funds are allocated both to high-poverty school districts and institutions serving neglected or delinquent children. Part B funds Even Start Family Literacy Programs (see Section 4 for more detail). Part C funds education of migratory children. Part D funds programs for children and youth who are neglected, delinquent, or at-risk of dropping out.

Title I is authorized by Improving America's Schools Act of 1994, described in this section. For more information about Title I programs, contact the Colorado Department of Education, Accelerated Literacy Unit/Title I (303-866-6782).

Bilingual Education programs are provided to students whose first language is not English and who currently possess limited English-proficiencies which may affect their academic success. Title VII of Improving America's Schools Act provides the largest portion of funds to schools for providing bilingual education. Districts and Boards of Cooperative Education Services (BOCES) apply directly to the U.S. Department of Education for Title VII funds for instruction and staff development to support high quality bilingual education. Title VII grants are typically awarded for three-to-five years and are primarily based on enrollment and bilingual needs. Postsecondary institutions may also apply for funds to provide programs to train bilingual teachers.

Bilingual education programs are authorized by Improving America's Schools Act, Title VII. Additional bilingual education programs are supported by the Emergency Immigrant Education Assistance Act and by the Colorado General Fund. For more information about Bilingual Education programs, contact the Colorado Department of Education, Accelerated Literacy Unit/Title VII (303-866-6771).

Education Improvement (Title VI) is an extremely flexible funding stream. Essentially, it is a broadly targeted block grant which combines funds from nearly 30 different programs. Title VI is designed to reach all students – however, staff development and programs around meeting the needs of at-risk and gifted and talented students are emphasized in the legislation. Colorado's priorities for Title VI include school reform, early childhood, and prevention initiatives.

Education Improvement grants are authorized by Improving America's Schools Act, Title VI. For more information, contact the Colorado Department of Education, Innovative Educational Strategies Unit (303-866-6780).

Homeless Education

Homeless Education Programs are designed to ensure quality educational services to homeless children and youth. Programs are primarily focused on removing educational barriers for these students and providing strong community linkages to ensure that children of the homeless get to school. Funds are awarded to school districts on a competitive basis.

Educational programs for children of the homeless are federally authorized by the Educate Homeless Children Act. For more information, contact the Colorado Department of Education, Prevention Initiatives Unit (303-866-6861).

Special Education Initiatives

Individuals With Disabilities Education Act (IDEA) is the largest funding stream for special education services in Colorado. Funds primarily provide a range of services around instruction, vocational training, and related services, such as therapy. Services are available for any child or youth, up to age 21, with an identified disability which has been revealed through an assessment. Additionally, transition services are mandated for students over age 16 – such services are designed to support students' transition from school to work and adult life. A transition plan is developed for every special education student, over the age of 16; a statement of transition needs is required at age 14.

Services are authorized federally, by the Individuals with Disabilities Education Act. For more information about IDEA and special education services, contact the Colorado Department of Education, Special Education Services Unit (303-866-6669).

Children with Disabilities funds also exist at the state level, appropriated by the General Assembly. These funds provide similar services to those provided under IDEA and are available to serve students with an identified disability which has been revealed through an assessment of the student's abilities.

Funds are authorized under the Exceptional Children's Educational Act, appropriated by the General Fund, HB 97-1249. For more information, contact the Colorado Department of Education, Special Education Services Unit (303-866-6669).

Gifted and Talented Education programs fall under the Exceptional Children's Education Act in Colorado and are funded under a separate line in the state appropriation. Services are available for children who's abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require specialized programming to meet their educational needs. Districts apply annually for state funds to support district and school services for gifted and talented students.

Funds are authorized under the Exceptional Children's Educational Act, appropriated on a competitive basis by the General Fund, HB 97-1249. For more information, contact the Colorado Department of Education, Office of Educational Services (303-866-6678).

Systems Change is a federal special education grant which focused on inclusion. Funds were targeted to designated model sites which developed plans for improving services to special needs student populations by including such students in projects which benefit all students in the school.

Grant funds were authorized by the Individuals with Disabilities Education Act. For more information about the Systems Change Project or other special education services, contact the Colorado Department of Education, Special Education Services Unit (303-866-6669).

Prevention Initiatives

Drop-out Prevention Programs target youth, 21 and under, who have dropped out of school or are at-risk of dropping out of school. Programs include alternative schools, drop-out recovery programs, and programs which target potential drop-outs and encourage them to stay in school.

Suspension/Expulsion Grant Program provides grants to districts to serve students who have been suspended or expelled from school. Grants also include prevention services for students "at-risk" of being suspended or expelled.

Funds for Drop-out Prevention and Suspension/Expulsion programs are allocated from the General Fund to Districts by a competitive grant process. For more information about these programs, contact the Colorado Department of Education, Prevention Initiatives Unit (303-866-6861).

Police-School Partnerships is a Colorado Department of Education initiative to promote partnerships between local law enforcement and school officials that strengthen pro-social development in youth. Strategies are primarily targeted to activities to prevent delinquent behavior. Partnerships also promote collaboration between schools and the legal system to foster citizenship and respect for lawful behavior. For more information about this partnership, contact the Colorado Department of Education, Prevention Initiatives Unit (303-866-6861).

Safe and Drug-Free Schools and Communities funds are awarded to districts to help reduce "risk" behavior in youth and develop and maintain safe climates in schools through violence prevention and intervention and positive campus management. These funds are very flexible; districts are encouraged to target programs to meet district goals. The majority of funds (70%) are distributed based on the enrollments of public and private elementary and secondary schools within the District. The remaining funds (30%) are distributed to districts with the highest need, based on an analysis of child deaths, reports of child neglect and abuse, dropouts, youth violent crime and substance abuse crime arrests, unemployment, and mobility.

Safe and Drug-Free Schools and Communities programs are authorized by Improving America's Schools Act, Title IV, Part A. For more information, contact the Colorado Department of Education, Prevention Initiatives Unit (303-866-6861).

Early Childhood Initiatives

Colorado Preschool Program has been designed to serve at-risk preschoolers in Colorado – the program's primary goal is to ensure that young children are ready to begin school. The Colorado Preschool Program funds 8,850 preschool slots, the majority of which are for four-year-olds; 500 slots are for five-year-olds to attend full-day kindergarten. 25% of the slots are provided by Head Start, 25% are provided by private for-profit and non-profit preschools, and

50% are provided by school districts. In the future, the program hopes to expand to include three-year-olds. Currently, the program serves the at-risk four-year-olds not served by Head Start.

The Colorado Preschool Program is authorized by the School Finance Act. For more information about preschool programs, contact the Colorado Department of Education, Early Childhood Initiatives Unit (303-866-6710).

Preschool Special Education programs also exist in Colorado. Separate programs provide services to infants and toddlers and to three-, four-, and five-year-olds. Funds to support preschool special education funds are allocated by the Individuals With Disabilities Act and by the General Assembly.

For more information about Preschool Special Education programs, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Vocational Rehabilitation

Voc Rehab funds provide a variety of employment and training services to any eligible individual with a physical or mental impairment which is a vocational impediment to employment. Working with a counselor, each Voc Rehab client develops an individualized plan for employment to pursue the education, training, counseling, etc. necessary to meet his/her employment goals. Voc Rehab pursues aggressive goals around employment and self-sufficiency for clients.

Vocational Rehabilitation services are authorized by the Rehabilitation Act of 1992, as amended (U.S. Code 29). For more information, contact the Colorado Department of Human Services, Division of Vocational Rehabilitation (303-620-4156).

School-to-Work Alliance Program (SWAP) is a unique partnership between the Division of Vocational Rehabilitation (DVR) and local school districts to increase competitive employment opportunities for eligible youth with disabilities. (Some SWAP sites also have a mental health enhancement component* see below.) SWAP specifically targets eligible students who are about to enter the world of work and youth who have already dropped out of school. School systems with approved SWAP programs may hire staff to work in conjunction with the vocational rehabilitation counselor to provide intensive services to the identified population. Services include career awareness and development, employment-related skills instruction (e.g. interviewing, resume writing, conflict resolution), job placement, and post-employment follow-up. DVR contracts with the Colorado Department of Education for technical assistance.

SWAP is provided as a joint venture between the Colorado Departments of Human Services and Education. Funds are allocated by the Rehabilitation Act and by the Individuals With Disabilities Education Act. For more information about SWAP, contact the Colorado Department of Human Services, Division of Vocational Rehabilitation (303-620-4156).

Mental Health Enhancements are intervention services provided to qualifying youth to enhance their ability to function appropriately and successfully in the workplace. Mental Health Enhancements may be provided as a component of the School-to-Work Alliance Program (SWAP). Following a psychological and/or functional eligibility assessment, a Mental Health Treatment Plan, which includes the appropriate mental health intervention and support necessary to meet the client's quest for successful employment, is developed for eligible clients. Services are provided outside the schools, at mental health centers or SWAP sites.

Mental Health Enhancements are provided by spending authority from the Colorado Legislature. For more information about Mental Health Enhancements and/or SWAP, contact the Colorado Department of Human Services, Division of Vocational Rehabilitation (303-620-4156).

Programs for youth offenders

Youth Corrections programs are provided to youth residing in Division of Youth Corrections facilities and contract programs' facilities and those on parole from such institutions. The emphasis throughout a youth's commitment is transition to the community as an employed person or as an individual attending vocational training or higher education or enrolled in secondary education and receiving career preparation skills. Each youth has a client manager who networks with local resource personnel to assist the youth in acquiring job training and employment as well as higher education upon release.

Youth Corrections programs are operated via spending authority from the Colorado General Assembly. State funds are supplemented by federal funds comprising Title 1, Carl Perkins, JTPA, and special education. For more information, contact the Colorado Department of Human Services, Division of Youth Corrections (303-866-7960).

WORKFORCE DEVELOPMENT INITIATIVES

Employment and Training Programs

Job Training Partnership Act (JTPA) programs aim to improve employment opportunities for economically disadvantaged and work-dislocated individuals by providing funds for skills development and job training for demand occupations. Programs serve adults and both in- and out-of-school youth.

JTPA has been repealed by the **Workforce Development Act** of 1998, a block grant to states which will provide funds to states in three blocks (youth training, adult training, and adult literacy activities.) For more information, contact the Colorado Department of Labor and Employment (303-620-4700).

The Employment Service is largely a labor exchange service provided by state employees in One-Stop Career Centers or Job Service Centers. Services are available to any citizen who is eligible to work. Applicants searching for work must register with the Employment Service, either in person or via the Internet; employers with job openings must submit a job order through similar means. The information is entered into a statewide database, and a search is conducted every time a job order is received to look for applicants who match employers' job orders. 10% of the funds are reserved for special employment-related activities including the Governor's Summer Job Hunt, job search workshops, and vocational guidance. These "10% funds" also provide specialized employment services such as programs for Migrant and Seasonal Farmworkers and Federal Bonding.

The Employment Service is federally authorized by the Wagner-Peyser Act. For more information, contact the Colorado Department of Labor and Employment (303-620-4700).

One-Stop Career Centers provide a single access point for both employers and job-seekers needing employment, training, and/or education information and services. One-Stops exist in each of Colorado's 18 workforce development regions and are governed by Regional Workforce Boards, appointed by the County Commissioners in the region. Boards are comprised of an employer majority and also include representatives from labor, human services, education, and community-based organizations. Each One-Stop must provide a set of core services for both employers and job seekers and meet performance standards established by the state; additional services and service delivery schemes are determined locally.

Colorado's One-Stop system is authorized by a 1997 state Executive Order. Funding is provided by a three-year grant from the U.S. Department of Labor to implement a statewide One-Stop Career Center system. For more information about Colorado's One-Stop Career Centers, contact the Colorado Workforce Coordinating Council (303-894-2076).

Employer Tax Credits

Work Opportunity Tax Credit (WOTC) is a federal income tax credit that encourages employers to hire workers from eight different targeted groups of economically disadvantaged or "at-risk" job seekers, including welfare and food stamp recipients, Empowerment Zone or Enterprise Community residents, vocational rehabilitation referrals, and ex-felons. WOTC is essentially a flexible tool to aid those job seekers most in need of employment gain on-the-job experience and move towards economic self-sufficiency.

WOTC is authorized by Taxpayer Relief Act of 1997, as amended. For more information, about employer tax credits, contact the Colorado Department of Labor and Employment (303-620-4700).

School-to-Career Tax Credit is a state tax incentive to encourage businesses to work with students who are involved in STC.

The School-to-Career Tax Credit was authorized by the General Assembly in 1997. For more information, contact your School-to-Career Regional Resource Center.

INITIATIVES TO INVOLVE FAMILIES AND COMMUNITIES

Literacy Programs

Adult Basic Education (ABE) funds provide basic skills instruction and enhancement (subjects covered include reading, writing, computer literacy, communication, and critical thinking/problem solving skills) to adults who have low literacy levels. GED preparation and English-as-a-second-language instruction are also provided. Services are available for individuals, over age 16, who are not in school and a) lack basic literacy skills necessary for satisfactory employment and quality of life, b) lack a high school diploma or its equivalent, or c) are refugees. Services are provided by a variety of organizations, including Boards of Cooperative Education Services, churches, community-based organizations, community colleges, correctional facilities, four-year colleges and universities, libraries, mental health agencies, and school districts.

Funds are authorized by the Adult Education Act. Federal law also requires a 40% state match. For more information about Adult Basic Education programs, contact the Colorado Department of Education, Office of Adult Education (303-866-6607).

Even Start is a family literacy program designed to help break the intergenerational cycle of illiteracy and poverty. The program aims to meet these goals by improving educational opportunities for low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education and support into a unified, effective family literacy program. Families eligible to participate in Even Start have children between the ages of birth through seven years, and a) parent(s) who are eligible to participate in an adult literacy or adult basic education program or an English language proficiency program; or, b) parent(s) who are within the state's compulsory school attendance age range, as long as the district provides the basic education component.

Even Start is authorized by Improving America's Schools Act, Title I, Part B. For more information about Even Start or other family literacy programs, contact the Colorado Department of Education, Office of Special Services (303-866-6884).

Service Learning Initiatives

AmeriCorps is a full-time service program for young men and women, ages 18 through 24, who are selected to participate. Denver is one of four sites for the National Civilian Community Corps whereby volunteers are housed together and work in teams. Most service projects are focused on improving, maintaining, and restoring the physical and community environments.

Learn and Serve provides grants to involve school-age youth in the K-12 system in service learning. Projects are led by both schools and community organizations. Grants are awarded to K-12 schools, postsecondary institutions, and community-based organizations, on a competitive basis.

AmeriCorps and Learn and Serve programs are authorized by the National Community Service Trust Act of 1993. For more information about these and other service learning programs, contact the Colorado Department of Education, Service Learning Unit (303-866-6969).

Senior Community Employment Service Program finances the creation of part-time community service jobs for unemployed, low-income seniors. Participants primarily work in schools, government agencies, non-profit organizations, and hospitals. Program participants receive counseling, training, and job referrals to help transition them to unsubsidized employment.

The programs is authorized by Title V of the Older Americans Act of 1965, as amended. For more information, contact the Colorado Department of Human Services (303-866-5700).

Health Initiatives

Comprehensive Health Education Act is a voluntary program for Colorado school districts. Through the program, districts may apply for funds to provide a comprehensive health program to meet community needs – programs cover all health needs, but especially focus on reducing at-risk behavior such as alcohol and drug abuse, poor nutrition, and teen pregnancy. Community needs are determined by a broad-based Comprehensive Health Advisory Committee.

Health Education curriculum standards have been devised at the national level. These standards include tobacco/alcohol/drug prevention standards and violence standards. Some Colorado districts have modeled the national health standards to create their own health education standards to be achieved in addition to the HB 1313 content standards.

School-Based Health Centers are quasi- health clinics which operate in schools to meet the health needs of students in the district. Currently, there are 10 School-Based Health Centers; centers are located in high-poverty areas, but serve all students in the school. School-based Health Centers are funded by a Department of Health grant plus partnerships with Kaiser Permanente and other health care providers.

Colorado Medicaid Program was passed by the General Assembly in 1997. The program allows schools to bill Medicaid for any health service for qualifying students. Schools must use the savings for other health-related services, but are not required to spend such savings on Medicaid-eligible students. Districts must prepare a plan for how they will use the savings before they can participate in the program; currently, 10 districts in Colorado have submitted plans.

For more information about school-based health initiatives, contact the Colorado Department of Education, Office of Special Services (303-866-6782).

Family Centers

This initiative has established pilot programs in a number of Colorado communities to meet unique local needs and serve as models for providing services collaboratively. Often located in schools, these Centers provide "one-stop" access to health, social services, child care, job training, and educational information and services. Centers are funded through a combination of federal and state funds.

For more information about Family Centers, contact the Colorado Department of Human Services (303-866-5700).

Consolidated Child Care Pilot Program

This is a collaborative initiative between the Departments of Education and Human Services to meet the child care needs of low-income families in Colorado with children from birth to age 13. The program's mission is to offer low-income working parents more and higher quality options for child care by integrating the Colorado Preschool Program, Head Start, and the Colorado Child Care Assistance Program. To receive pilot funds, programs must address care for working parents and the pilots must provide comprehensive family-based services; counties must demonstrate collaboration to meet local needs.

The program was passed by the General Assembly during the 1997 legislative session; there are 12 pilot programs currently in operation. For more information about child care programs, contact the Colorado Department of Human Services (303-866-5700).

Crime Prevention

Youth Crime Prevention Initiative (YCPI) is an initiative designed to provide state funding to community-based programs throughout Colorado that target youth and their families for intervention and prevention services in an effort to reduce incidents of youth crime and violence. Types of programs receiving YCPI funds include mentoring, parenting, substance abuse prevention, gang intervention, employment opportunities, education, and youth and family centers. Funds are awarded on a competitive basis to organizations which are community-based and demonstrate local collaboration.

The Youth Crime Prevention Initiative was authorized by H.B. 94-1360 and is funded annually via General Fund appropriations. For more information, contact the Colorado Department of Local Affairs, Community Partnership Office (303-866-4831).

Using the Resource Mapping Database

The Resource Mapping Database has been created in Microsoft® Access for Windows® 97. Access is a relational database system that allows users to perform data management tasks, including storing, retrieving, and analyzing data. It also allows a number of related tables and options to be stored in a single database, eliminating the need for users to create a new database for each table. The Resource Mapping Database is a relatively simple database presenting information about 42 different programs which can/do relate to the goals and principles of School-to-Career. The data is organized into a set of fields: ID (an ordinal numbering system), Program, Category, Purpose, Target Population, Funding Source/Categories, Access to Funds, Local Connection to School-to-Career, Funding Criteria, and Program Provider.

To manipulate the data, use the FIND and QUERY functions. These functions are described below and will be sufficient commands for controlling the data for most users' purposes. Some useful queries have also been created for you. Use the Database Wizard to help you to create applications to manipulate the data for your own purposes.

FIND

To find a word or sequence of words, highlight the column(s) that you wish to search. Click on EDIT and then on FIND. A screen will appear. Type the word(s) that you want to search in the FIND WHAT column; press FIND FIRST. Right click after highlighting the column(s) to be able to look across the data fields as the search reveals matches. This function will continue to bring up each match for as long as your wish to continue searching the database or until no new matches are revealed.

QUERY

Queries are used to view, change, and analyze data in different ways. You can also bring together data from different areas in the database table and rearrange it how ever you would like to see the data or for ease of using the Find function or creating applications. Queries can also be used as the source of records to create forms and reports.

To create queries, go to the QUERIES tab. Select NEW. Select SIMPLE QUERY WIZARD. Select the STC RESOURCE MAPPING table and then select the fields that you want to display in your query. Complete the walk through of the wizard. QUERIES are also useful for searching multiple columns of information for the key words you wish to search.

Additionally, consult the Answer Wizard with questions that arise as you work with this database.

APPENDIX I

Transition Internet Resources

Transition Internet Resources

Colorado SOICC (State Occupational Information Coordinating Committee)
http://www.cosoicc.org

Colorado Department of Education
http://www.cde.state.co.us/

School-to-Career for Youth with Disabilities Website (Colorado Systems Change Transition Project)
http://www.aclin.org/other/education/disability/tp/

National Transition Alliance for Youth with Disabilities Home Page
http://www.dssc.org/nta

Colorado School-to-Career Partnership Webpage
http://www.state.co.us/edu_dir/stc

Colorado Community Colleges and Occupational Education System
http://www.cccoes.edu

Public Education & Business Coalition
http://www.pebc.org

Region 2: School-to-Career Resource Center
http://ccdweb.ccd.cccoes.edu/stcresource

National School-to-Work Learning Center
http://www.stw.ed.gov

Kids and Jobs
http://www.pbs.org/jobs/index.html

Center for Effective Collaboration and Practice
http://www.air.org/cecp/

National Alliance of Business
http://www.nab.com

Children's Defense Fund - Links for Child Advocates
http://www.childrensdefense.org/links.html

The National Information Center for Children and Youth with Disabilities
http://www.nichcy.org

American Council on Education
http://www.acenet.edu

National Service Learning Clearinghouse
http://www.nicsl.coled.umn.edu

Academy for Educational Development
http://www.aed.org

COACH
http://www.dssc.org/coach
COACH is a project that provides free information about training programs that teach people with disabilities how to use public transportation, and training programs that teach transit providers how to best serve their passengers with disabilities.

Special Education Resources on the Internet
http://www.hood.edu/seri

JAN
http://www.jan.wvu.edu
The Job Accommodation Network (JAN) is not a job placement service, but an international toll-free consulting service that provides information about job accommodations and the employability of people with disabilities. JAN also provides information regarding the Americans with Disabilities Act (ADA).

Alternative Work Concepts
http://wwwteleport.com/~awc
Alternative Work Concepts is a nationally recognized nonprofit 501 (C)(3) supported employment agency for persons who experience physical and multiple disabilities. The philosophy of AWC is that all persons, even those who experience significant disabilities, should have the opportunity to obtain meaningful employment. Our mission is to assist these individuals in finding paid integrated jobs in their community. AWC has been able to successfully develop jobs by using unique job creation and individualized support strategies. AWC was one of the first agencies to provide individualized employment opportunities for persons who experience significant disabilities and has been recognized as one of the nation's seven best organizations in its field.

National Institute on Life Planning for Persons with Disabilities
http://www.sonic.net/nilp
NILP is a national organization dedicated to promoting transition, life and person centered planning for all persons with disabilities and their families. Because it is a diverse and the only professional membership association made up of teachers, lawyers, planners, social workers, advocates, etc., it provides this special Web page to help families obtain the latest information on transition, life and person centered planning, government benefits, advocacy, guardianship, aging, housing, supported employment, etc.

California's School-to-Work Interagency Transition Partnership
http://www.sna.com/switp

Project HIRED
http://www.projecthired.org
Meeting the hiring needs of employers and the employment needs of people with disabilities.